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ABSTRACT

This package contains a program description and miscellaneous brochures about the Seattle (Washington) Public Schools' tech prep program. The program description booklet is designed to show how a comprehensive vocational and applied technology program is being introduced at Nathan Hale High School in Seattle. Included in the booklet are the following: information on the Perkins Act grant used to fund the program and the initial stages of the program's implementation; program goals; description of special populations served and efforts to recruit them; student and program assessment; information on mentoring/shadowing (including steps and considerations in developing, implementing, and evaluating a mentoring program); job descriptions of the program staff members; information on the use and contents of student portfolios; 4-year and beyond planner for tech prep students; and selected statistical information on Seattle public school and community college district enrollments. Also included in the package are the following: brochure on tech prep offerings in business education; tech prep recruitment brochure; guide to services offered by the Seattle career center; guide for parents; transparency masters detailing the Boeing Tech Prep Program; guidelines for developing student recruitment videos; "Bridge '98: Ingraham High School 9th Grade Orientation Program"; and booklet of checklists to assess interest in different occupational areas. (MN)

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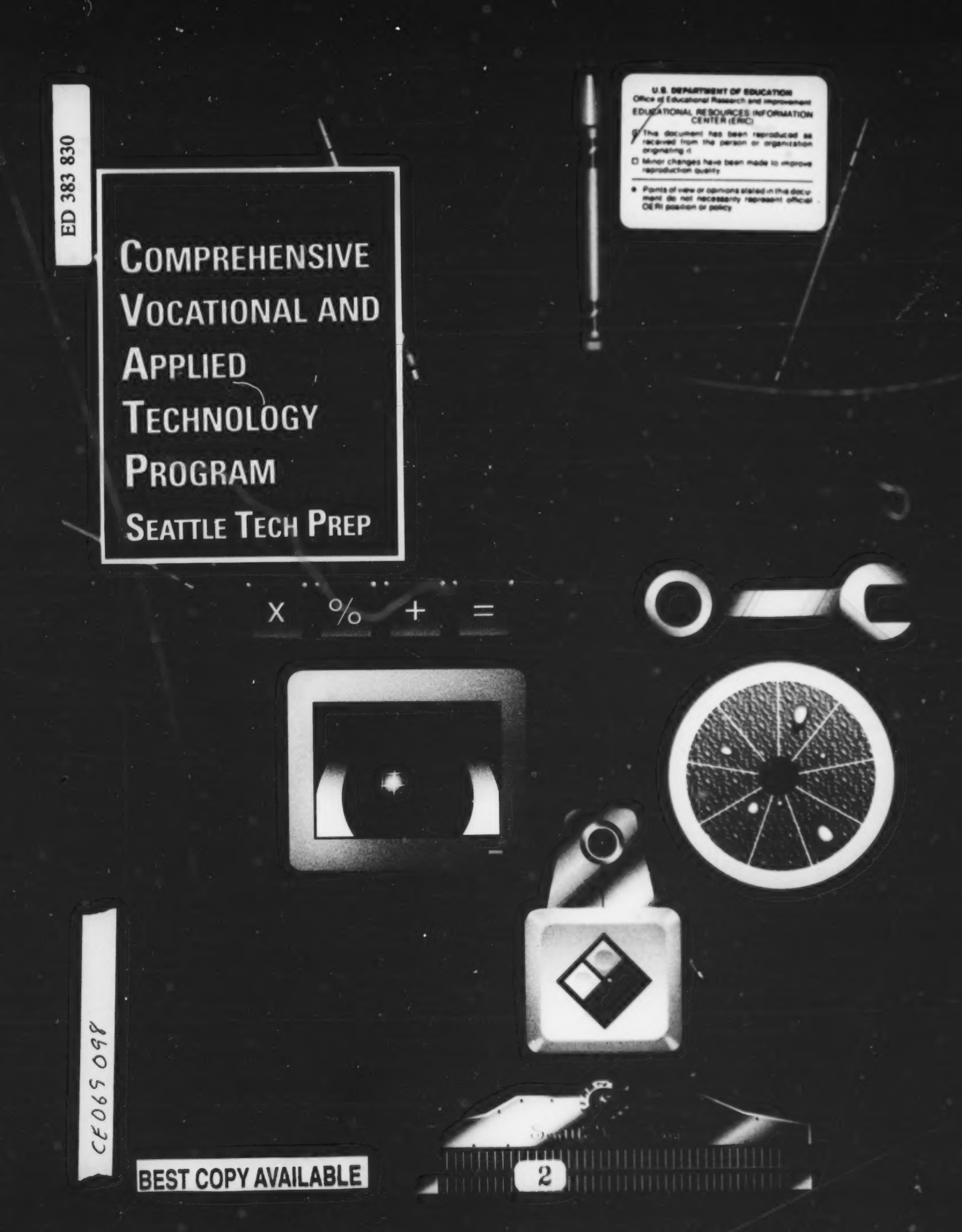
Comprehensive Vocational and Applied Technology Program

Seattle Tech Prep



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COMPREHENSIVE VOCATIONAL AND APPLIED TECHNOLOGY PROGRAM

SEATTLE TECH PREP

Produced by:
Seattle Public Schools
Vocational/Technical Education in partnership with the Seattle Community Colleges and the Seattle business, labor, and government community. Produced under federal dissemination grant #V248A20032 from the U. S. Department of Education.

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TECH PREP is an innovation in education that responds to changes in the way people work for a living, the things they need to know to be successful, and the reality that few careers will be immune to change or even obsolescence. Students must be prepared for a work environment in which learning is a lifelong process that demands significant academic, technical, and social skills.

Tech Prep joins high schools, community colleges and employers to develop an educational program that integrates academic and occupational knowledge in a way that prepares students for a meaningful role in society and the workplace. By linking four years of high school with two years at a community college, and providing work-site learning opportunities, Tech Prep can motivate students to stay in school and see value in an education.

NATHAN HALE HIGH SCHOOL'S COMPREHENSIVE VOCATIONAL AND APPLIED TECHNOLOGY PROGRAM

The purpose of this booklet is to show how a comprehensive vocational and applied technology program, funded by a federal Carl Perkins Act grant, is being introduced at Nathan Hale High School in Seattle, Washington. The grant was awarded to the Seattle Public Schools vocational educational department in July of 1991, and was initiated at Hale during the 1991-92 school year. The grant continues until July, 1996.

Although this program is intended to engage five special population student groups (academically and/or economically disadvantaged, bi-lingual, special education and teen parents) in courses of study that will lead to employment, its integration of academic and vocational education along with strong business and community involvement is applicable to more broadly based Tech Prep initiatives. The program has also given students and teachers a better understanding of the workplace and participating business people an insight into the school.

Nathan Hale is located in a North Seattle neighborhood characterized by modest to expensive homes, and residents that represent a broad range of ethnic, income and educational groups. The student body consists of 1,100 students and of that number, 39 percent are English as second language students (ESL) and/or special education (visually impaired, mobility challenged, learning challenged, or moderate or severe mentally challenged). More than 36 percent of the students are on a free or reduced lunch program. Minority groups represent 60 percent of the school population.

Hale offers Tech Prep programs that are articulated with the Seattle Community College in the following areas; automotive technology, business, education, childhood education, horticulture, radio and television broadcast communications. Hale also offers courses in applied communication and principles of technology.

WHAT THE FEDERAL GRANT PROVIDES

The federal grant funds salaries for the following program staff at Hale:

1. A vocational counselor hired to coordinate all model project activities at Hale and develop individual student plans.
2. Three vocational resource assistants (VRAs) to provide direct or indirect instructional support to students with special needs who participate in vocational or technical education programs.

IMPLEMENTING THE PROGRAM

In the first three months of operation (January through March of 1992), the vocational counselor/program coordinator took the following steps to introduce the program at Hale:

1. **Communication:** To provide staff and the greater school community with an awareness of the program and its goals, and to solicit their ideas and support, team members worked at becoming an accepted part of the school staff. In addition to setting up informal meetings, team members published information regarding the program in the school newspaper, PTA newsletter, and district news. They displayed information about the program at the open house.
2. **In-service support:** The VRAs, principal, vocational teachers, counselors and other support staff received training and were involved in planning the program's launch in a series of in-service programs. The coordinator invited the district's VOC director and program manager, special education director and bilingual coordinator as speakers for the in-service programs.
3. **Coordination:** The team decided to begin identifying students that would be served by the applied technology program even before it was fully operational. Vocational and academic teachers were approached for recommendations and were encouraged to work together after the program was established to assure a supply of good candidates and to monitor progress of students that enter the applied technology program. This also is a way of integrating vocational and academic education.
4. **Assessment:** Students in the applied technology program are assessed on skills, interest, needs and potential utilizing a variety of tests. The vocational counselor uses this information in recommending to students appropriate programs and classes at Hale.
5. **Team Building:** Teachers, administrators, counselors, parents, businesses and community volunteers have essential roles to play in the success of the applied technology program. The core team meets formally, informally and regularly.

SAMPLE AGENDA
VOCATIONAL AND SUPPORT STAFF INSERVICE

Welcome – Eric Benson, Principal

Introductions – Clara Scott, Vocational Counselor

Tech Prep and Vocational Education – Blueprint for the future – Malver Haynes, Acting Director, Vocational/Technical Education Program, Seattle Public Schools

Carl Perkins Grant Funding – Sandee Nyberg, Program Consultant

Special Education Services – Lee Bassett, Program Manager

Population Served and Program Direction – Clara Scott, Vocational Counselor

Eligibility Criteria
Recruiting Students
Student Assessment
Mentoring/Shadowing
Applied Academics

COMPREHENSIVE VOCATIONAL AND APPLIED TECHNOLOGY PROGRAM SEATTLE TECH PREP

NATHAN HALE COMPREHENSIVE VOCATIONAL AND APPLIED TECHNOLOGY PROGRAM TEAM MEMBERS

Name	Title	Assigned Vocational Dept.
Clara Scott	Vocational Counselor	Program Coordinator
Craig Allen	Vocational Resource Assistant	Home & Family Life Department
Peter Mar	Vocational Resource Assistant	Business Education Department
Cathy Oberg	Vocational Resource Assistant	Technology Dept. Horticulture & Drafting
Tina Tudor*	Vocational Resource Assistant	Special Education Department

MOTTO

The Nathan Hale Comprehensive Vocational and Applied Technology Program (CVAT) has adopted the following statement as the program's motto:

Every child is born with a special gift and a special need. We work together with staff, teachers, parents and members of the community to help students identify and develop their special gifts while meeting their special needs.

* Tina Tudor is funded through the Seattle Public Schools Special Education Department. She received the VRI training with our team and assists in identifying special education students for the program.

Each team member received 60 hours of Vocational Resource Instructor training through the King County Vocational/Special Education Cooperative. The training provided information needed to successfully work with special need students which includes assessment, instructional strategies, transition planning, legal considerations, and behavioral management.

In addition to the 60 hours of training, the team was required to spend 13 hours visiting other high schools in King and Pierce County observing their VRI Programs.

GOALS OF THE NATHAN HALE COMPREHENSIVE VOCATIONAL & APPLIED TECHNOLOGY PROGRAM:

- To increase the number of youth from the target populations in vocational-technical programs.
- To demonstrate the power of academic and vocational education integration as a strategy for retaining student interest and improving their productivity
- To identify and nurture students to continue with their education and skill development in the Seattle Community colleges through articulated tech-prep programs.
- To prepare students for career choices.
- To provide students with a sequence of course work leading to employment.
- To make vocational education more "user friendly" through access, accommodation, monitoring and intervention.

SPECIAL POPULATION CATEGORIES AND ELIGIBILITY CRITERIA

- Academically disadvantaged (students who have a 2.0 GPA or below)
- Economically disadvantaged (public assistance, ward of the state, resides in foster care, reduced or free lunch)
- Bilingual (students currently receiving services from the Bilingual Department)
- Special Education (students being served by the Special Education Department)
- Teen Parents

KEY PLAYERS IN THE RECRUITING OF SPECIAL POPULATIONS INTO TECH PREP PROGRAMS

- Classroom teachers
- Counselors
- Career specialist
- Parents
- Community and business volunteers

SKILLS THAT WILL BE NEEDED FOR THE 21ST CENTURY WORKPLACE

- Employers want employees who can learn the particular skills of an available job, and who have learned how to learn.
- Employers want employees who will hear the key points that make up a customer's concerns (listening) and who can convey an adequate response (oral communication).
- Employers want employees who can think on their feet (problem solving) and who can come up with innovative solutions when needed (creative thinking)
- Employers want employees who have pride in themselves and their potential to be successful (self esteem) and who know how to get things done (goal setting/motivation).
- Employers want employees who can get along with customers, suppliers or co-workers (interpersonal and negotiations skills); who have some sense of where the organization is headed and what they must do to make a contribution (organizational effectiveness); and who can assume responsibility and motivate co-workers when necessary (leadership).

This is a prescription for a well-rounded worker who has acquired a number of discrete skills and who has the capability to acquire more sophisticated skills when necessary.

– U. S. Dept. of Labor SCANS Report

COMPREHENSIVE VOCATIONAL AND APPLIED TECHNOLOGY PROGRAM
SEATTLE TECH PREP

ASSESSMENT

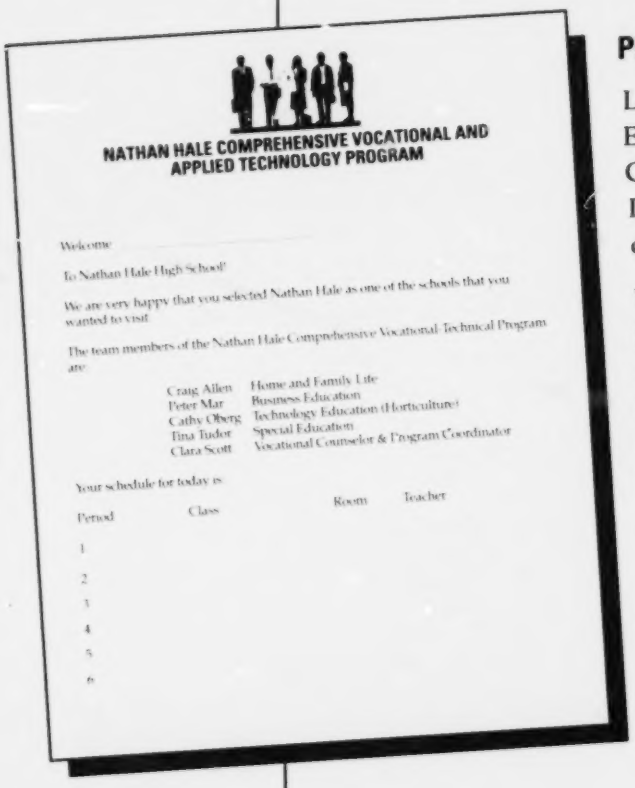
Most students do not choose a career as soon as they enter high school. The developmental process that leads up to such decisions begins in early childhood. Assessment takes on a more urgent and necessary role in high school. CVAT assesses all of the students in the program class placement, evaluation of placement and continued guidance are all part of the assessment.

The assessment tools that are used are:

- **Microcomputer evaluation & screening assessment (MESA)**: this assessment is a comprehensive computer assisted screening tool that assesses students in basic academic skills, perceptual, neurological characteristics, motor coordination and dexterity, general cognitive abilities, physical capacities and vocational interest. This system utilizes work samples as part of the computer assisted testing. Appropriate for grades 9-12.

- **Career Decision Making Survey:** This survey assesses values, abilities, and interests of the student. Appropriate for grades 9-12.

- **Practical Assessment Exploration System (PAES):** This assessment is an integrated and applied skills program for special populations. PAES gives special need students in grades 7-12 an opportunity to explore a wide range of "hands on skills" which they would encounter in practical classes, vocational classes and employment.



NATHAN HALE COMPREHENSIVE VOCATIONAL AND APPLIED TECHNOLOGY PROGRAM

Welcome

To Nathan Hale High School!

We are very happy that you selected Nathan Hale as one of the schools that you wanted to visit.

The team members of the Nathan Hale Comprehensive Vocational-Technical Program are:

Craig Allen	Home and Family Life
Peter Mar	Business Education
Cathy Oberg	Technology Education (Horticulture)
Tina Tudor	Special Education
Clara Scott	Vocational Counselor & Program Coordinator

Your schedule for today is:

Period	Class	Room	Teacher
1			
2			
3			
4			
5			
6			

PROGRAM VISITATIONS

Local school districts and the U .S. Department of Education occasionally send staff to visit the Nathan Hale Comprehensive Vocational and Applied Technology Program. Some of the visitors would like to spend the day, while others request one or two hours.

We have found it very helpful for the visitor to have a schedule prepared in advance for the program he or she requested to see. It is also very helpful to have the name of the classroom teacher and room number of the class they will be visiting.

The Program Coordinator arranges all program visitations in consultation with the visitor, principal, classroom teacher(s) and team member that is assisting in the classroom.

A sample of the form that is given to the visitor, the classroom teacher and all parties concerned is shown at left.

MENTORING/SHADOWING

COMPREHENSIVE VOCATIONAL AND APPLIED TECHNOLOGY PROGRAM SEATTLE TECH PREP

No matter how dedicated school faculty members and counselors may be, there are limits to how much time they can provide each student for counseling and for lending "moral support." An effective mentoring or shadowing program can greatly expand the program's "reach" to students, and should be considered in planning any Tech Prep or applied technology program. Such opportunities are provided by the Nathan Hale Partners in Public Education. PIPE consists of private businesses that are paired with public schools. The following businesses have provided mentoring/shadowing in these areas:

- Safeco Insurance Company: data processing, accounting, law, insurance and other business related fields.
- University of Washington Medical Center: students have the opportunity to explore health care options in a highly technical medical facility.
- Viacom Cable: students are encouraged to visit the production center to explore Cable Vision technology.
- Lake City Rotary Club: our entry-level students are invited to spend the day at the work site where they interact with staff and assume duties.

MENTORING PROGRAM

The Comprehensive Vocational and Applied Technology Program and the Seattle Lake City Rotary Program entered into a partnership to provide mentoring experiences for students served by the program. Approximately 30 Rotarians volunteer their time and staff resources to give the Hale student an opportunity to observe and participate in business from the inside. Students are given a vocational assessment prior to the mentoring experience and are paired with a business person who represents their vocational interest. Students spend several hours with the mentor to assure that they are mutually compatible.

"If you have knowledge, let others light their candle from it."
Margaret Fuller (1810-1850)

"Never doubt that a small group of thoughtful, committed people can change the world, indeed it is the only thing that ever has."
– Margaret Mead
(*American Heritage*, Dec. 1993)

DEVELOPING A MENTORING PROGRAM

A mentoring program can be initiated by a business, a school, a service organization or other community agency. To be successful, you should have: an idea of what you want to accomplish with the program, an institution willing to initiate the program and a creative individual who can coordinate it. Once these elements are established, program planning can begin.

Deciding on what you hope to accomplish is a good place to start. The purposes or goals of the program will provide your focus. For instance, do you want:

- to provide at-risk students with an incentive to stay in school?
- to provide gifted students the opportunity to work with someone in a chosen career area?
- to provide minority students with a successful minority role model?
- to match women considering non-traditional careers with women who have successfully overcome the barriers women face in these fields?
- to match first year teachers with experienced teachers who can encourage and assist them with problems?
- to match aspiring school administrators with successful practicing administrators who can help them gain the skills needed to obtain an administrative position?
- to match recently displaced homemakers with former displaced homemakers who can provide them with the encouragement and confidence needed to find a job.

CASE HISTORY – CAREER MENTORSHIP PROGRAM *DIRECTIONS*-SAN FRANCISCO, CALIFORNIA

Directions is a non-profit organization committed to assisting low-income minority youth to reach their aspirations and potential through making informed career decisions. The *Direction's* Career Mentorship Program (CMP) helps high school students explore careers through career days, exploratory interviews and internships. This spectrum of activities enables CMP to serve not only students who already have some career direction (through internships) but also younger, less directed or motivated students through career days and exploratory interviews. The three activities often serve as stepping stones, with students progressing from career days to exploratory interviews to internships.

The primary goals of the *Directions* mentorship program are:

- To increase job and interpersonal skills of low-income minority youth
- To provide youth with an awareness of career/job alternatives
- To give youth motivation and skills for planning for further education and careers
- To build a broad base of employer support for hiring and training low-income minority youth.

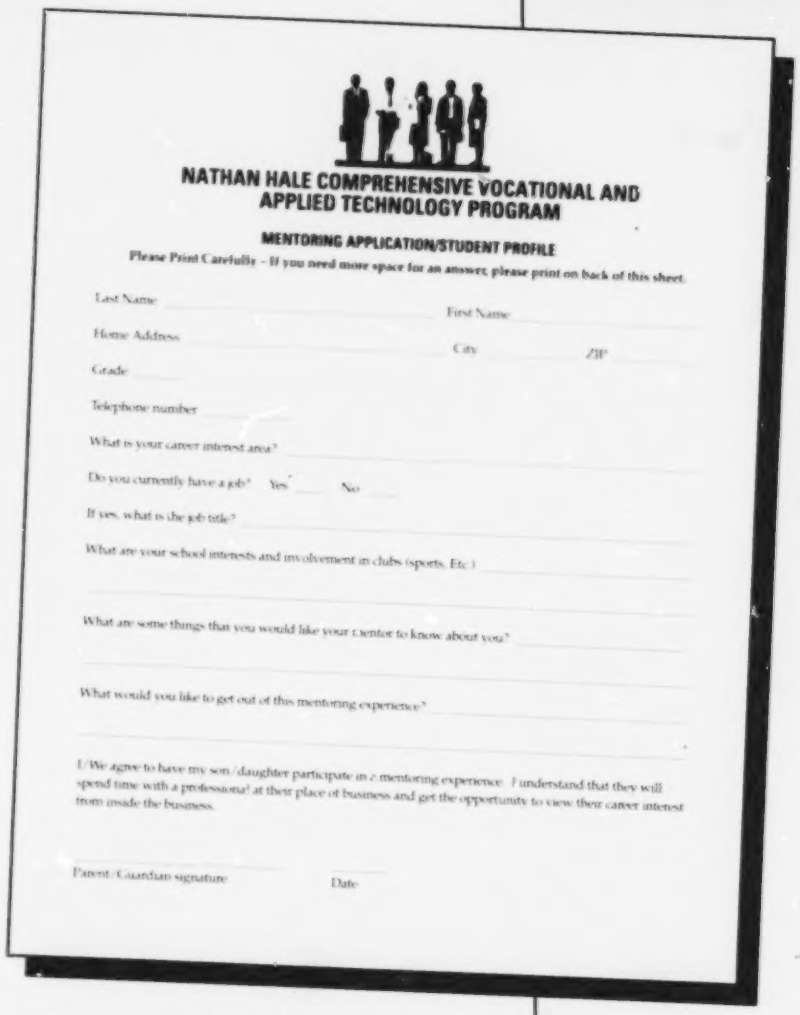
The mentors were selected from the corporate co-sponsors' employees and also recruited by Registry Staff from the community through presentations to local civic groups. The corporate co-sponsors looked for successful business people who could relate well to young people, were caring and sensitive, and who genuinely wished to assist students with their preparation either for college or for work.

Once the pool of potential mentors were identified by the participating companies, a representative from the Registry visited the prospective mentors at their workplaces and reviewed mentor responsibilities and program expectations. The mentors were then requested to complete a "Mentor Match Form".

EIGHT STEPS TO SUCCESS *

In the pages that follow, eight basic steps for developing a mentoring program will be outlined:

1. Form a planning task force
2. Recruiting additional sponsors (if desired)
3. Recruiting mentors
4. Recruiting students
5. Training mentors and students
6. Matching students with students
7. Implementing the mentoring program
8. Evaluating program effectiveness



NATHAN HALE COMPREHENSIVE VOCATIONAL AND APPLIED TECHNOLOGY PROGRAM

MENTORING APPLICATION/STUDENT PROFILE

Please Print Carefully - If you need more space for an answer, please print on back of this sheet.

Last Name _____ First Name _____

Home Address _____ City _____ ZIP _____

Grade _____

Telephone number _____

What is your career interest area? _____

Do you currently have a job? Yes ____ No ____

If yes, what is the job title? _____

What are your school interests and involvement in clubs (sports, Etc.) _____

What are some things that you would like your mentor to know about you? _____

What would you like to get out of this mentoring experience? _____

I/We agree to have my son/daughter participate in a mentoring experience. I understand that they will spend time with a professional at their place of business and get the opportunity to view their career interest from inside the business.

Parent/Guardian signature _____ Date _____

1. FORM A PLANNING TEAM

The task force consists of CVAT staff, vocational teachers, career center specialist and other support staff. The Business Partners' focus is to assure that the business sponsors' needs are met as well as to provide an opportunity for resource identification and coordination.

2. RECRUIT ADDITIONAL SPONSORS

It is important to recruit mentors that represent ethnic and occupational variety. One partner may not be able to provide that variety, so it may be necessary to seek out other sponsors to join the mentoring program. Some professions or occupations may have few minority candidates. Seek out professional organizations that may help recruit mentors.

3. RECRUIT MENTORS

Working with organizations or businesses is the most efficient way to recruit mentors because one contact can net several mentors. Don't overlook the school community in recruiting efforts. Parents are a good source because they may be able to attract other mentors from their place of work.

* Adapted from The Registry U. S. West Seattle, WA

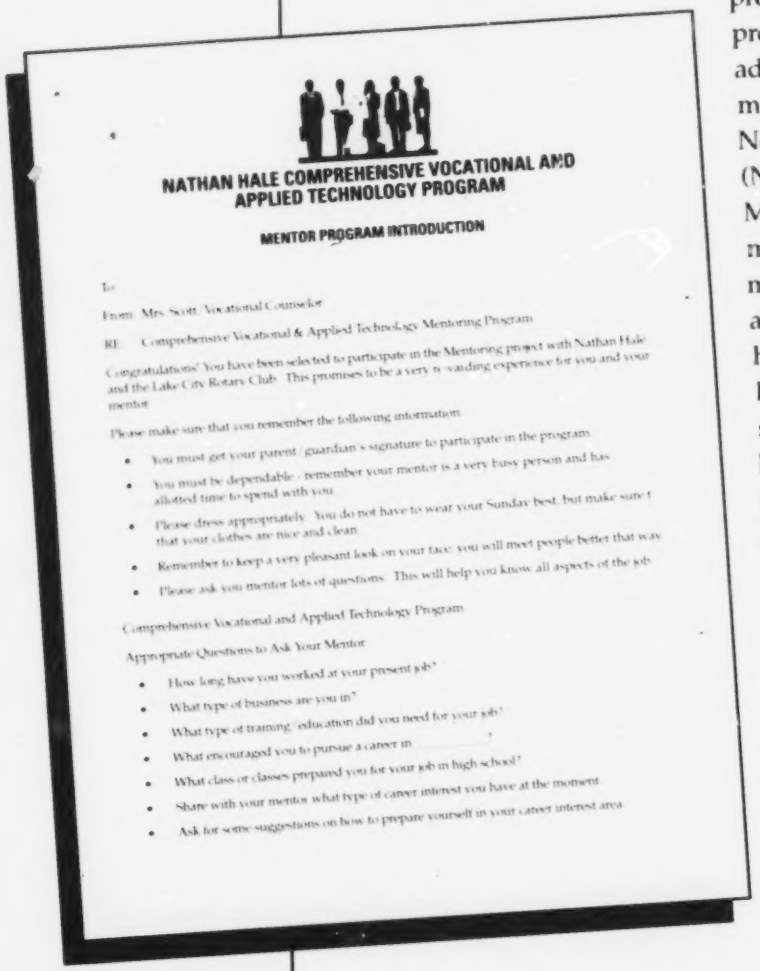
4. RECRUIT STUDENTS

The students were selected by CVAT staff on the basis of the following criteria:

- Male or female grades 9-12
- Currently enrolled in grades 9-12
- Have a minimum cumulative grade point average of 2.0 in language arts.
- Have demonstrated leadership capabilities such as experience as a class officer, or active participant in academic clubs or sports
- Recommended by a teacher, counselor or staff
- Have a record of superior school attendance as judged by teachers and counselors

5. TRAINING MENTORS AND STUDENTS

For **mentors**, one two and one-half hour session on the topic of how to be a mentor is conducted by CVAT staff, which explains the mentoring concept, prepares mentors for adolescent behavior, provides a sound foundation for mentoring adults to interact with students, and uses mentor training materials developed by Northwest Regional Educational Laboratory (NWREL). Additional training includes: Mentor Value Sensitivity - designed to enable mentors to get in touch with their values and minimize the possibility that they will attempt to force them onto the students (2 hours). Mentor Cultural Sensitivity - Designed to empower mentors to be more sensitive to individuals from cultural backgrounds different from their own (2 hours). High School Life - Designed to resensitize mentors to high school pressures and increase the understanding of the reasons for the current educational crisis (2 hours). **Students** are expected to attend a one-hour session on the topic of student expectations for the mentoring experience held at participating high schools. Related workshops are conducted for students by the CVAT staff. Topics include: orientation, goal setting, interview skills, assertiveness, stress management, career panel, money and values.



NATHAN HALE COMPREHENSIVE VOCATIONAL AND APPLIED TECHNOLOGY PROGRAM

MENTOR PROGRAM INTRODUCTION

To:

From: Mrs. Scott, Vocational Counselor

RE: Comprehensive Vocational & Applied Technology Mentoring Program

Congratulations! You have been selected to participate in the Mentoring project with Nathan Hale and the Lake City Rotary Club. This promises to be a very rewarding experience for you and your mentor.

Please make sure that you remember the following information:

- You must get your parent / guardian's signature to participate in the program.
- You must be dependable - remember your mentor is a very busy person and has allotted time to spend with you.
- Please dress appropriately. You do not have to wear your Sunday best, but make sure that your clothes are nice and clean.
- Remember to keep a very pleasant look on your face; you will meet people better that way.
- Please ask you mentor lots of questions. This will help you know all aspects of the job.

Comprehensive Vocational and Applied Technology Program

Appropriate Questions to Ask Your Mentor:

- How long have you worked at your present job?
- What type of business are you in?
- What type of training / education did you need for your job?
- What encouraged you to pursue a career in _____?
- What class or classes prepared you for your job in high school?
- Share with your mentor what type of career interest you have at the moment.
- Ask for some suggestions on how to prepare yourself in your career interest area.

6. MATCHING MENTORS WITH STUDENTS

CVAT staff matches student participants with successful business people based on career interests and personality characteristics. In assigning mentors to students, the following additional factors are taken into consideration: sex, race, racial preferences stated by mentor or student, and age. Whenever possible, CVAT staff tries to meet preferences stated by mentors and students on their "Match" forms.

7. IMPLEMENTING THE MENTORING PROGRAM

Number of Contacts - Internship contacts last 6 to 10 hours per month over five months. Exploratory interviews are one and a half hours each.
Nature of Contacts - The following types of contacts are part of the Directions program:

- Exploratory Interview - Students interview mentors one-on-one and tour work sites. Students learn about working conditions, employment options, and job satisfaction.
- Internship - The internship begins with a student/mentor interview to test their compatibility, arrange a schedule, and discuss possible goals and activities.

Students volunteer at mentors' work sites 6-10 hours per month after school. Mentors assign, monitor and evaluate students' work projects and provide career guidance and encouragement. The mentors and students complete an Internship Plan at the outset and submit a copy of the plan to the Directions office.
Mentor and student responsibilities are reviewed and a "Match Agreement" is signed by all participants and returned to the Registry office.

- Four two-hour training seminars in job interviewing, personal development (problem solving, decision-making skills, self-esteem, appearance, time management) and career rap sessions in sciences and business. All seminars are offered at least twice; once during the week and once on a weekend. Mentors and students are expected to attend the seminars together.
- One work-related routine activity at mentor's work place.
- Mentors use *An Idea Book for Mentors* and students use the *Career Journal* developed by NWREL for suggested discussion topics.
- Contacts between mentors and students in discussing summer job opportunities and scheduling interviews for students. The students provide their mentors with a list of people who have interviewed them. The mentors then contact the Registry's office to request personal letters of recommendation to be sent to the interviewers.
- Mentors are expected to expose their students to the business world; demonstrate reliability, team work, commitment, personal word keeping, dependability and

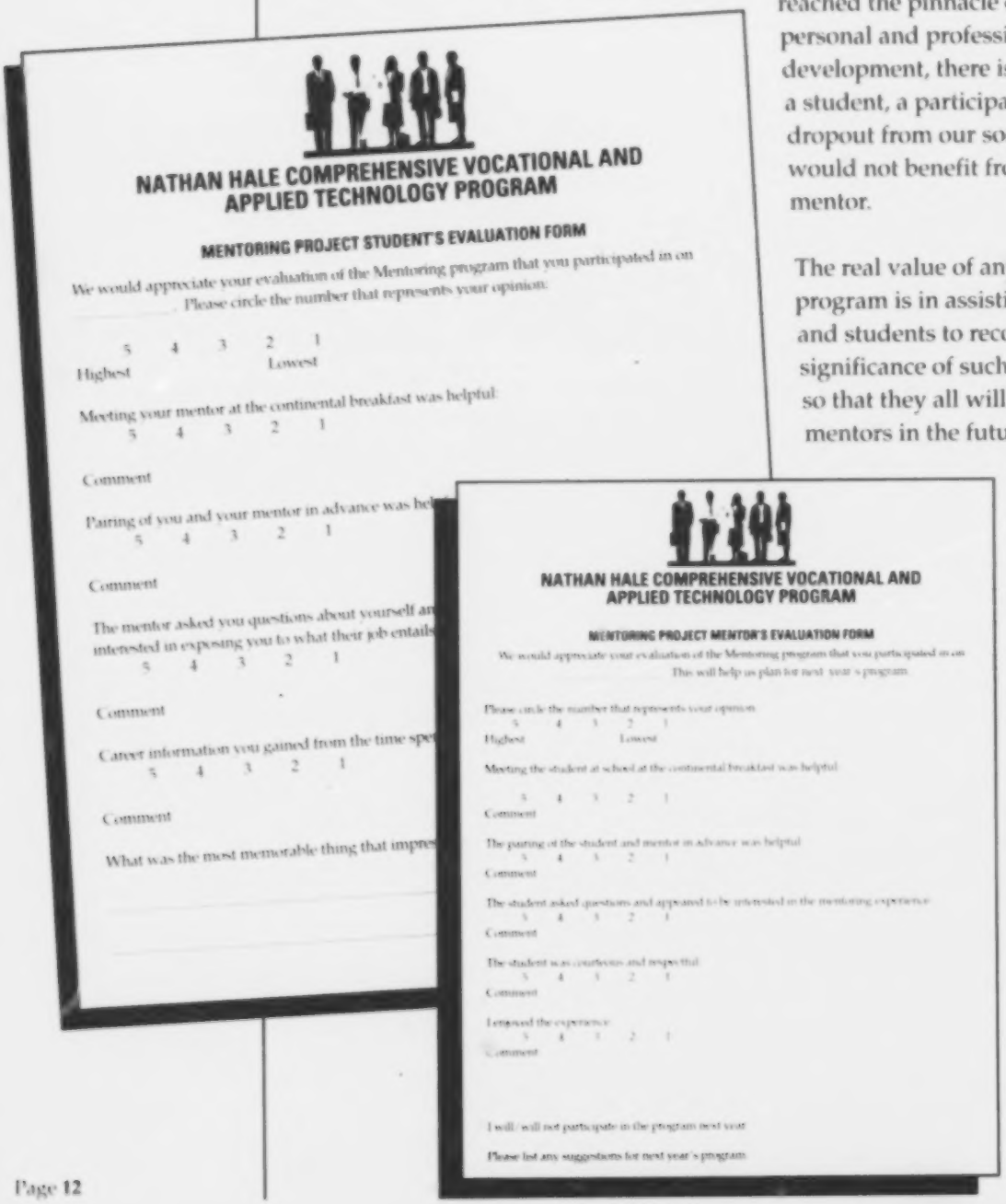
COMPREHENSIVE VOCATIONAL AND APPLIED TECHNOLOGY PROGRAM SEATTLE TECH PREP

civic responsibility; foster a supportive, purpose-oriented relationship with their students; and set positive examples of adult role models.

8. EVALUATING PROGRAM EFFECTIVENESS

Students and mentors fill out survey forms and are also encouraged to voice opinions about the program to staff, corporate sponsors, and high school counselors and principals.

The potential scope of mentoring programs is unlimited; the potential good - immeasurable. With the possible exception of those rare individuals who have reached the pinnacle of their personal and professional development, there is not a worker, a student, a participant in or dropout from our society who would not benefit from having a mentor.



NATHAN HALE COMPREHENSIVE VOCATIONAL AND APPLIED TECHNOLOGY PROGRAM

MENTORING PROJECT STUDENT'S EVALUATION FORM

We would appreciate your evaluation of the Mentoring program that you participated in on _____. Please circle the number that represents your opinion:

5 4 3 2 1
Highest Lowest

Meeting your mentor at the continental breakfast was helpful:
5 4 3 2 1

Comment

Pairing of you and your mentor in advance was hel
5 4 3 2 1

Comment

The mentor asked you questions about yourself an
interested in exposing you to what their job entails
5 4 3 2 1

Comment

Career information you gained from the time spe
5 4 3 2 1

Comment

What was the most memorable thing that impres

NATHAN HALE COMPREHENSIVE VOCATIONAL AND APPLIED TECHNOLOGY PROGRAM

MENTORING PROJECT MENTOR'S EVALUATION FORM

We would appreciate your evaluation of the Mentoring program that you participated in on _____. This will help us plan for next year's program.

Please circle the number that represents your opinion:
5 4 3 2 1
Highest Lowest

Meeting the student at school at the continental breakfast was helpful:
5 4 3 2 1
Comment

The pairing of the student and mentor in advance was helpful:
5 4 3 2 1
Comment

The student asked questions and appeared to be interested in the mentoring experience:
5 4 3 2 1
Comment

The student was courteous and respectful:
5 4 3 2 1
Comment

I enjoyed the experience:
5 4 3 2 1
Comment

I will / will not participate in the program next year.

Please list any suggestions for next year's program:

NATHAN HALE HIGH SCHOOL VOCATIONAL COUNSELOR - PROGRAM COORDINATOR – JOB DESCRIPTION

Coordination of all services and administrative tasks that are associated with students that are served by the Coordinated Comprehensive Vocational Program to include the following:

- Identification of the special population group approved to serve with the Perkins grant.
- Coordinate vocational assessment for students to include identification, scheduling and post counseling into vocational classes that meet the interest and abilities of the student
- Development of career activities and student portfolios for all 9th graders in the Home and Family Life, Personal Choices class.
- Coordination of shadowing experiences for students served by the Comprehensive Vocational-Technical Program in partnership with the Lake City Rotary Club.
- Development of the Mentorship Program with businesses in the greater community. This grows out of a need and desire to get more students interacting with the business community.
- Provide counseling and post-secondary counseling to students, coordination of supervision, training and scheduling of Vocational Resource Assistants.
- Refer students to summer job experiences.
- Promote programs.
- Orient eligible students to program through classroom visitations.
- Assist in providing the vocational department with student progress and participation.
- Perform other duties as required.

NATHAN HALE HIGH SCHOOL VOCATIONAL RESOURCE ASSISTANT– JOB DESCRIPTION

- Maintain contact with vocational instructors.
- Assist in the placement of vocational students in appropriate vocational programs.
- As needed, provide instructional support to students and vocational instructors.
- Provide intervention upon the request of vocational instructors and program coordinators.
- Assist in helping students understand the relationship between vocational training and future job placement.
- As needed, assist in student-parent conferences.
- Assist in maintaining relevant, current curriculum to supplement vocational instruction.
- Maintain student records regarding enrollment, attendance and withdrawal with grade machine software.
- Adapt vocational activities to meet individual student needs.
- Provide input to Focus and Hale Intervention teams on student program placement
- Assist in monitoring student progress in vocational program.
- Assist in arranging class field trips and supplemental career exploration activities.
- Document program activities with building administration, e.g. course syllabus, class rules, grade book.
- Assist students in getting career planning direction via "Three Year Plan".
- Attend conferences and workshops to ensure that the program remains current with educational practices.
- Participate in in-service activities aimed at improving teaching and counseling skills.

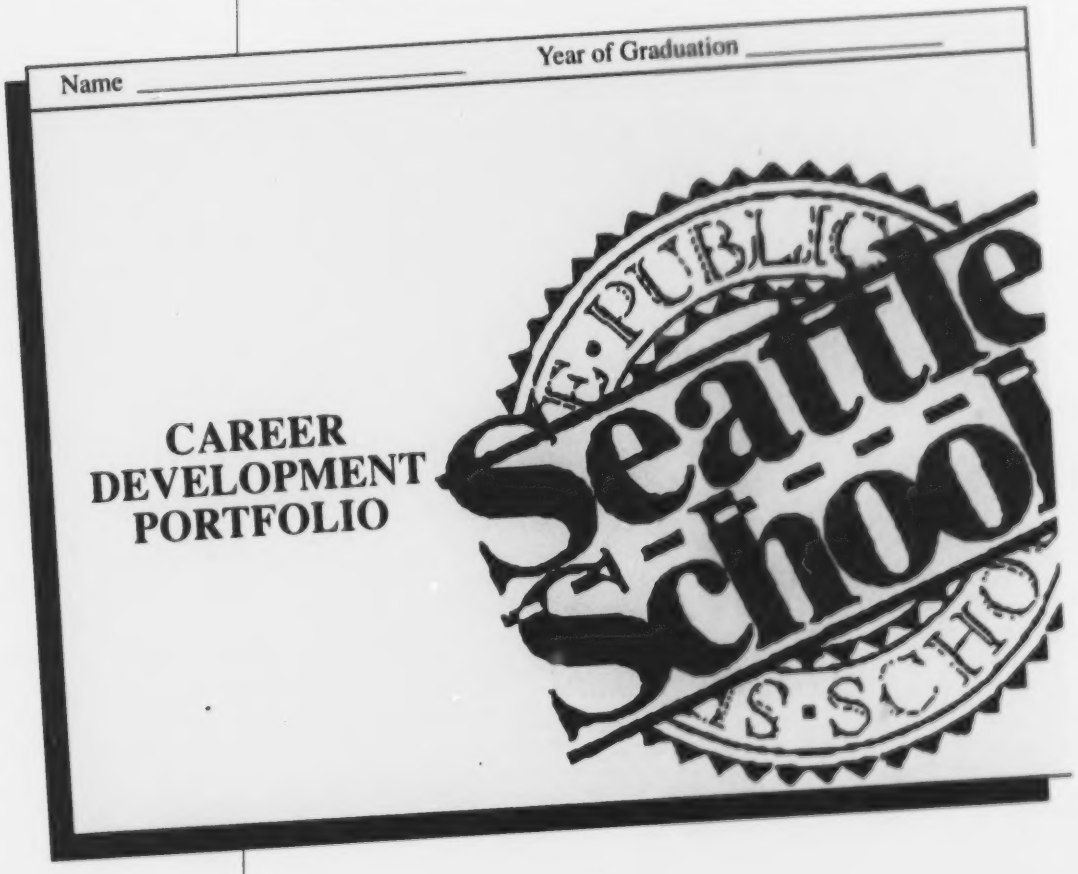
COMPREHENSIVE VOCATIONAL AND APPLIED TECHNOLOGY PROGRAM SEATTLE TECH PREP

STUDENT PORTFOLIO

The Comprehensive Vocational and Applied Technology Program utilizes a career development portfolio that is updated quarterly during their four years of high school. Nathan Hale students are provided six to eight 30-minute guidance periods each school year to work on their portfolios under staff and teacher supervision. Portfolios contain:

- Graduation requirements
- College entrance requirements
- Career exploration
- Resumé
- Letters of recommendation
- Transcript of course history

Awards, citations, and competency certificates may also be collected in the portfolios. Students served by the CVAT Program will be allowed to take the portfolio with them upon graduation.



NAME

DATE

DRAFT

Instructions: Choose a career area of interest. Complete a four year high school plan using graduation course requirements and electives that support your career interest area. A minimum of 20 credits is required for graduation.

SEATTLE PUBLIC SCHOOLS FOUR YEAR AND BEYOND PLANNER

CAREER AREA OF INTEREST	BUSINESS / MARKETING / ECONOMICS	ARTS / COMMUNICATIONS	HEALTH / HUMAN SERVICES / ENVIRONMENT	INDUSTRIAL TECHNOLOGY AND ENGINEERING	SCIENCE
CAREER PREPARATION COURSES	♦ Accounting I, II ♦ Computer Application I, II ♦ Keyboarding ♦ Word Processing I, II ♦ Applied Business Communication Business Law ♦ Applied Business Math Applied Economics Marketing	Drawing & Painting Commercial Art Ceramics Photography Choir Band Drama Guitar Piano Creative Writing Journalism ♦ Radio/TV Speech	Nutrition & Foods ♦ Children/Parenting Clothing/Textiles Family Psychology Independent Living Business Law Marketing	♦ Drafting ♦ Applied Math ♦ Principles of Technology ♦ Auto Technology ♦ Auto Services Metals Electricity Electronics Business Law ♦ Wood/Construction ♦ Radio/Television Graphics	♦ Horticulture Botany Zoology Environmental Professionals ♦ Principles of Technology Chemistry Physics Biology ♦ Tech Prep Articulated Course
LIFE SKILL COURSES	Independent Living Keyboarding Children	Computer Application 9th Grade Career Class	Nutrition & Foods Art Music	Psychology Parenting Family Relations	Foreign Language Traffic Education
CORE AND ACADEMIC PREPARATION	English 9A, 9B English 10A, 10B or English Elective	English 11A, 11B or English Elective World History I	World History II World History III US History 11A US History 11B	American Govt./Econ. 2 years Math 2 years Science	2 years Physical Ed. .5 year Fine Arts .5 year Health 1.5 year Occup. Ed.
COLLEGE ADMISSION	2 – 4 years Foreign Language	3 years Social Science	3 – 4 years Math 4 years English	2 – 4 years Science	1 year Fine Arts or Academic Elective
TECHNICAL/ PROFESSIONAL PREPARATION	2 – 4 years Foreign Language	3 years Social Science	3 – 4 years Math 4 years English	2 – 3 years Science	

9TH GRADE	
FIRST SEMESTER	SECOND SEMESTER

10TH GRADE	
FIRST SEMESTER	SECOND SEMESTER

11TH GRADE	
FIRST SEMESTER	SECOND SEMESTER

12TH GRADE	
FIRST SEMESTER	SECOND SEMESTER

Background Information – Statistics

A medium sized urban school district, Seattle Public Schools serves 44,000 students in 97 elementary schools, middle schools, high schools and alternative schools. The Seattle Community College District enrolls 22,015 students total at three campuses, three training centers and a vocational center. The city of Seattle had a 1990 census population of 516,259.

The Seattle Public Schools
815 Fourth Avenue North
Seattle, WA 98109-9985

BOARD OF DIRECTORS

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The Seattle Community
College District
1500 Harvard
Seattle, WA 98122

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Seattle Public Schools Statistics (1992-93)

NUMBER OF SCHOOLS	
Elementary Schools (K-5)	61
Middle Schools	10
High Schools	10
Alternative Schools	16
Total (1992-93)	**97**
ENROLLMENT	
Elementary (K-5)	22,470
Middle (6-8)	9,483
High (9-12)	12,123
Total (1992-93)	**44,076**
ETHNIC BREAKDOWN	
African American	10,159
American Indians	1,398
Asian	10,641
Caucasian	18,726
Chicano/Latino	3,152
BILINGUAL STUDENTS	
Total for 1992-93	8,638
Percentage of Enrollment	20.7%
Total Languages Spoken	77
SPECIAL EDUCATION STUDENTS	
Total Students	3,322
Percentage of Enrollment	7.9%
FULL-TIME STAFF	
Teachers	2,388
Administrators	236
Support Staff	2,525
TEACHER/STUDENT RATIO	
Elementary (K-5)	1:28
Middle (6- 8)	1:29.5
High (9-12)	1:30
DROPOUT RATE	
Elementary (K-5)	5.4%
Middle (6- 8)	7.3%
High (9-12)	15.6%
GRADUATION RATE	
Total Graduates	1,982
Percentage of Seniors Graduating	79.3%
1993-94 BUDGET	
Total (millions):	**$296.2**

Seattle High Schools and Enrollment

Ballard	1,275	Sealth	901
Cleveland	734	West Seattle	897
Franklin	1,464	American Indian Heritage (Alternative)	110
Garfield	1,484	Marshall (Alternative)	421
Nathan Hale	1, 131	Middle College (Alternative)	175
Ingraham	1,043	Nova (Alternative)	127
Rainier Beach	860	Sharples (Alternative)	201
Roosevelt	1,480	Summit (Alternative)	622

Seattle Community College District (1992-93)

Central Seattle Community College	North Seattle Community College	South Seattle Community College	Seattle Vocational Institute
FTE students: 4,833	FTE students: 3,875	FTE students: 3,419	FTE students: 227
Total Students: 7,838	Total students: 7,257	Total students: 6,426	Total students: 494
Full-time faculty: 137	Full-time faculty: 104	Full-time faculty: 76	Full-time faculty: 9
Part-time faculty: 306	Part-time faculty: 203	Part-time faculty: 214	Part-time faculty: 14
Includes: Wood Construction, Maritime Training Center		Includes: Duwamish Branch Training Center	

Seattle Community College District 1992-93 Operating Budget: $77,376,089

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FIVE REASONS TO CONSIDER TECH PREP

1. A successful alternative to a college degree – Only one in four high school graduates earns a bachelor's degree at a four-year college. **Tech Prep** provides you a shorter path to employment and provides work-place and problem-solving skills employers value.

2. Technology training – Today's job market demands a highly skilled work force. More than half of all new jobs are technical in nature and require at least one or more years of training after high school. **Tech Prep** helps you prepare for a workplace in which technology drives change.

3. Rigorous Academic standards – **Tech Prep** is challenging, yet academic course work emphasizes practical application of knowledge – you learn by doing.

4. Career-based education – **Tech Prep** gives you an opportunity to explore and develop your interests in a variety of careers. Business supported mentorship, internship and apprenticeship programs provide you real work place experiences and the assurance that what you are learning is needed in an increasingly technological job market.

5. **Tech Prep** is a good deal – Because high school and community college curricula are linked, you can earn college credit while attending high school and save money in community college tuition by completing approved high school courses with a "B" grade or better.

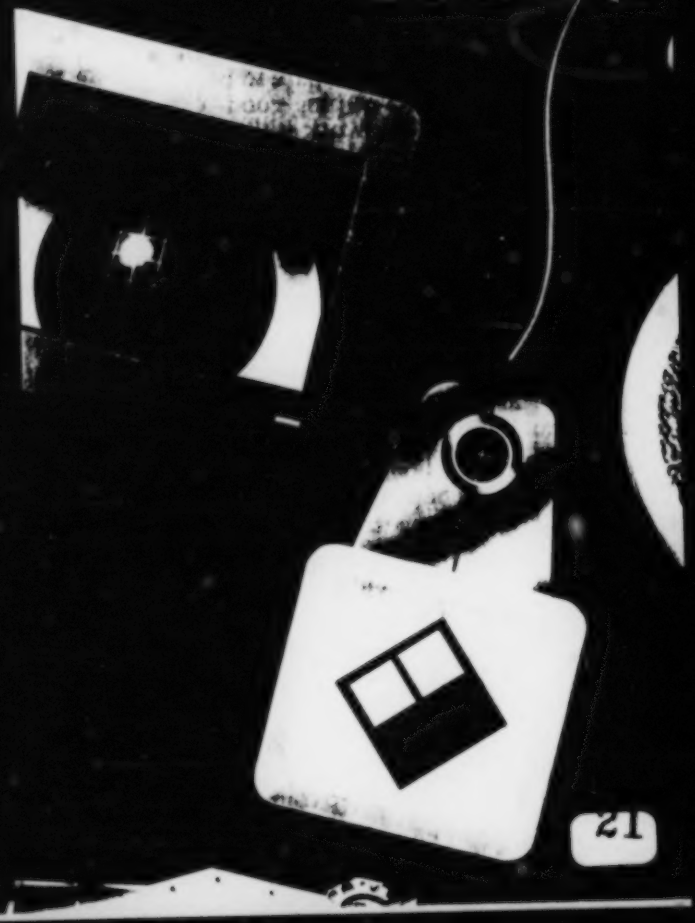
FOR MORE INFORMATION

Ballard
Cleveland
Franklin
Garfield
Hale
Ingraham
Marshall Alternative
Rainier Beach
Roosevelt
Sealth
Seattle Alternative
West Seattle

Published by the Seattle Public Schools
Professional-Technical Education
Malcolm B. Haines, Manager

Marc Cram, Seattle Community College
Tech Prep Coordinator
Funded under federal vocational education
Act of 1984 (P.L. 98-524) from the U.S.
Department of Education

TECH PREP: EDUCATION THAT PUTS YOU TO WORK



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CONNECTING WITH TECH PREP

UNDERSTAND THE CHANGING WORK-PLACE

Most jobs in today's employment market require more education and training than a high school education provides.

As a student, it is important for you to understand that courses you select in high school should prepare you for a work place in which you may change jobs, if not occupations, several times in your lifetime. You must prepare to be a lifelong learner by developing good learning skills, a strong work ethic, and the ability to plan effectively.

CHOOSE A CAREER AREA THAT INTERESTS YOU AND MAKE A FOUR YEAR AND BEYOND PLAN

Whatever your goals may be, it is important to complete your Four-Year and Beyond Plan. You can change career area at any time. Planning forms are available from your school counseling office.

HOW TO GET COMMUNITY COLLEGE CREDIT FOR HIGH SCHOOL TECH PREP CLASSES

- Complete high school courses with a grade of "B" or higher. Demonstrate required competencies.
- Apply for admission to Seattle Community College within two years of graduating from high school.
- Apply for advanced standing by presenting competency checklist or transcript when you register.
- Complete 9 credits in the college program and pay a one-time $10 records fee to convert the Tech Prep course(s) to college credits.

COMMUNITY COLLEGE CAREER PATH	HIGH SCHOOL COURSES FOR COLLEGE CREDIT	TECH PREP CAREER OPPORTUNITIES		
BUSINESS EDUCATION Required Competencies: Interprets, communicates information Uses computers Understands systems General safety (Partial listing)	Accounting I, II Microcomputer Applications I, II Keyboarding Word Processing I, II Applied Business Communication Applied Business Math	Appraiser Bank Teller Bookkeeper/Account Clerk Buyer and Purchasing Agent Cashier Clerk Typist Data Entry Operator Display Worker General Manager	General Office Grocery Checker Hotel/Motel Desk Clerk Insurance: Claims Adjuster Appraiser Underwriter Sales Library Assistant Marketing Assistant Messengers	Office Manager Public Relations Receptionist Salesperson Sales Representative Secretary Small Business Operator Stenographer Telephone Operators Travel/Ticket Agents
DRAFTING/CAD DESIGN Required Competencies: Occupational awareness General safety Basic drafting and equipment Measurements (Partial listing)	Drafting I and II Applied Math Introduction to CAD Drawing Principles of Technology	Drafter Mechanical Civil Architectural CAD operator Mechanical Civil Architectural Design Assistant Engineering Technician		
MANUFACTURING TECHNOLOGY Required Competencies: Group Dynamics and Communication Measurement Shop skills General safety (Partial listing)	Drafting I and II Applied Math Auto Technology Principles of Technology Wood/Construction	Air Conditioner Mechanic Automotive Technician Automotive Electrician Cabinet Maker Carpenter Chemical Technician Electrician Drafter Dental Lab Technician	Electronics Technician Engineering Technician Heavy Equipment Operator Iron Worker Jeweler Machinist Office Machine Servicer Parts Manager Plumber	Robotics Mechanic Shop Owner Surveyor Tool and Die Maker Welder/Fitter

YOUR CAREER CENTER SPECIALISTS

Feel free to contact your Career Center Specialist if you have any questions about our services, or would like to arrange for an orientation.

Ballard	Augusta Guempel	281-6019
Cleveland	Doris Jones	281-6027
Franklin	Sonia Hovsepian	281-6049
Garfield	Lee Micklin	281-6047
Hale	Cathy Hagood	281-6924
Ingraham	Bonnie Johnson	281-6087
Marshall Alternative	Rachel Boursia-Jackson	281-6134
Rainier Beach	Barbara Quintana	281-6069
Roosevelt	Peggy Williamson	281-6058
Sealth	Dan Shelhamer	281-6068
Seattle Alternative	Aurora Escame	281-6910
West Seattle	Marian Wolfe	281-6077

Published by the Seattle Public Schools Department of Vocational/Technical Education, A Division of Curriculum and Instruction
Malver B. Haynes, Acting Director
Vocational/Technical Education
Career Center Services – Joyce L. Vail, Program Coordinator
Work Training Program (206) 281-6008

The Seattle School District provides Equal Educational Opportunity without regard to race, creed, color, national origin, sex, disability or sexual orientation. The District complies with all applicable State and Federal laws and regulations to include but not limited to Title IX, Title VI of the Civil Rights Act, Section 504 of the Rehabilitation Act, RCW 49.60 "The Law Against Discrimination," and RCW 28A.640 "Sex Equality," and covers, but not limited to, all District programs, courses, activities (including) extra-curricular activities, services, access to facilities, etc. The Seattle School District is an Equal Employment Opportunity, Affirmative Action employer. The District employs individuals without regard to race, creed, color, national origin, age, sex, marital status, disability or sexual orientation. The District complies with all applicable State and Federal laws, including but not limited to Title VI, Title VII, Title IX of the Civil Rights Act (ADA), RCW 49.60, Law Against Discrimination, Section 504 of the Rehabilitation Act, and RCW 28A.640, "Sex Equality." The Title IX Officer and 504 Coordinator with the overall responsibility for monitoring, auditing, and ensuring compliance with this policy is: John Yasutake, Manager, Affirmative Action Office, 815 Fourth Ave. N., Seattle WA 98109, Telephone (206) 298-7175. Individuals who believe they have been discriminated against in any of the District's employment or educational activities can file an internal discrimination complaint with the District's Affirmative Action Office. If you need TDD assistance, call 298-7805.

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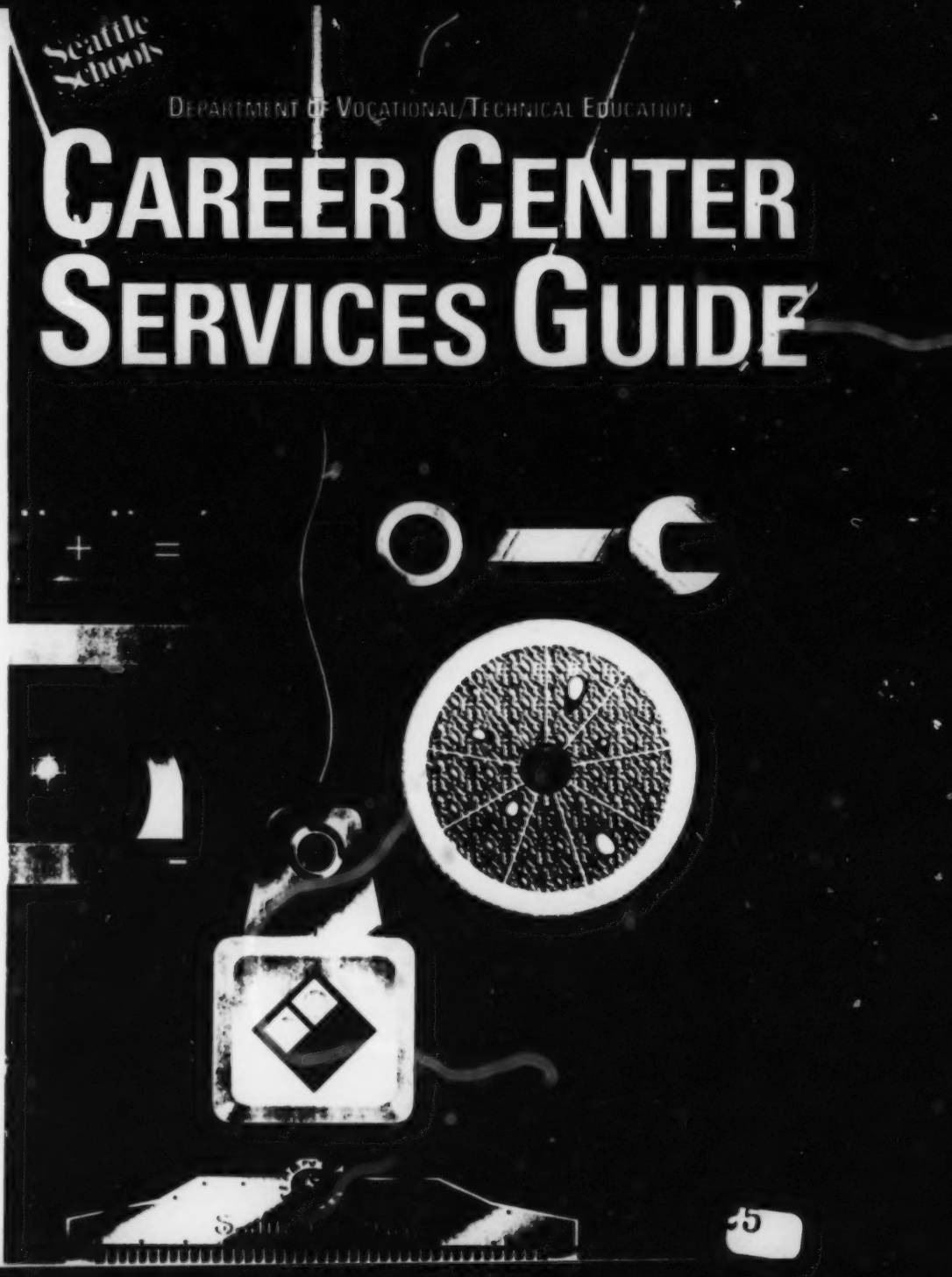
Seattle Schools

DEPARTMENT OF VOCATIONAL/TECHNICAL EDUCATION

CAREER CENTER SERVICES GUIDE



YOU EXPECT THE BEST for yourself: a future bright with challenge and promise. To reach your goals, you will need a good plan. That's where your Career Center can help with programs and resources that put you in touch with training and education opportunities after high school. Each of the twelve high school Career Centers provides:

Career Exploration Programs

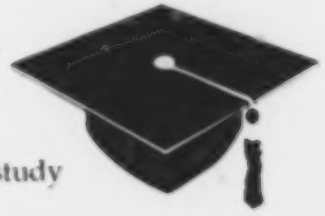
Like many students, you may be unsure of what you want to do after high school. At the Career Center, we provide information and guidance you can use to both choose and prepare for a career:

- Career interest surveys and aptitude tests
- A computerized career information system
- Career enrichment workshops and conferences
- Internships and career shadowing
- Volunteer speakers from local businesses and business organizations
- Assistance in preparing student portfolios and resumes

Post Secondary Education Options

You can meet with representatives from two and four year colleges, technical colleges, apprenticeship programs, and military services to find out more about:

- Tech Prep
- Selection and admission processes
- Visits to colleges and educational institutions
- Scholarships, grants, loans, work study
- College conferences



Vocational Education Opportunities

Your Career Specialist will help you enroll in vocational-technical education classes offered each semester:

- City Campus vocational programs
- Tech Prep programs
- Military service training programs
- Apprenticeship programs

Employment Programs

Career Center employment programs can provide information to help you find and keep jobs and succeed in the workplace:

- Work and volunteer experience credit
- Pre-employment information
- Job search skills
- Employment listings
- Community volunteer opportunities

Career Center Field Trips

Participate in a variety of field trips organized by the Career Center specialist that will take you to:

- Local businesses and industries
- Community career exploration programs
- Vocational and educational organizations
- Job and career fairs

CAREER PREP OPPORTUNITIES IN HIGH SCHOOL

TECH PREP – Students remain in their high school and begin a technical program that leads to a two-year degree or a certificate. When a student completes Tech Prep courses in high school and earns a "B" grade or better, those credits can be applied to a related college program.

CITY CAMPUS – An opportunity for students to take courses in the career areas of Fashion, Auto Collision Repair, Cosmetology, Electronics and Marine Technology. Courses are offered at various high schools and community locations on a half-day basis.

ACADEMY OF FINANCE – A program that begins in the tenth grade for students interested in a business career. Special features include a national trip, internship and a business course taught at Seattle Pacific University in the senior year.

RUNNING START – High school juniors and seniors attend classes at a community college and earn high school and college credit simultaneously.

COLLEGE IN THE HIGH SCHOOL – High school students take college courses in their high school and earn high school and college credit. (Example: English 101).

ADVANCED PLACEMENT – Courses in high school that prepare students to take tests allowing advanced placement or credit at the college level.

VOLUNTEERING – Employers recognize that volunteer work can provide important social and work skills. Students can find opportunities at the Career Center.

INTERNSHIPS – Area employers provide internships to high school students, which gives students a way to learn more about the workplace.

SHADOWING, MENTORSHIPS – Provided in cooperation with local businesses, these are short-term experiences that allow students to see first-hand what is required in various career fields.

WORK EXPERIENCE – Students at least 16 years old may earn credit and experience in approved work situations. Apply at the Career Center.

RESOURCES

HIGH SCHOOL CAREER CENTERS hold a wealth of information, references and resource materials. Parents are advised to call for an appointment.

COUNSELORS, TEACHERS AND CAREER CENTER SPECIALISTS are knowledgeable and valuable resources to assist in exploring planning options.

OTHER PARENTS, FRIENDS, CO-WORKERS, AND FAMILY MEMBERS can share experiences and information to help students with their career search.

CAREER AND COLLEGE CONFERENCES AND SEMINARS are scheduled in the Career Centers throughout the year and are announced in the school bulletin.

THE WASHINGTON OCCUPATIONAL INFORMATION SYSTEM is available online in the Career Center and provides current information on careers and training options.

REFERENCE MATERIALS on career opportunities are found in bookstores, public libraries or the Career Centers.

COMMUNITY, FOUR-YEAR AND TECHNICAL COLLEGES encourage campus visits and inquiries into the programs they offer.

Published by the Seattle Public Schools Department of Vocational/Technical Education, A Division of Curriculum and Instruction
Malver B. Haynes, Acting Director
Linda Reidt, Tech Prep Counselor
Marie Coon, Seattle Community College Tech Prep Coord.
Produced under federal dissemination grant #V248A20032 from the U.S. Department of Education.

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GUIDE FOR PARENTS

HELPING YOUR TEENAGER PREPARE FOR HIGH SCHOOL AND BEYOND

PUBLIC Seattle Schools

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How you can help your teenager decide what he or she will do after high school

UNDERSTAND THE CHANGING WORLD OF WORK

Today's job market demands a highly skilled work force. More than half of all new jobs are technical in nature and require at least one or more years of training after high school. A high school education simply may not be sufficient qualification for a satisfactory job.

Students need to understand that courses they select in high school should prepare them for a work place in which they may change jobs, if not professions, several times in their lifetime. They must prepare to be lifelong learners by developing good learning skills, a strong work ethic, the ability to plan effectively and make good choices.

KNOW EDUCATIONAL/TRAINING OPTIONS

Young people can select from a number of options in high school to gain skills that will prepare them for employment or further education/training (see other side of this folder). Upon graduation from high school, students may choose apprenticeship or on-the-job training opportunities or to attend a variety of educational institutions.

USE A FOUR-YEAR AND BEYOND PLAN

Students use the Four-Year and Beyond Planner form in high school (shown opposite) to identify career areas of interest and courses that provide a path leading to employment or to post-high school training. Students' interests or goals may change as they progress through high school and they will revise their plans accordingly.

NAME

DATE

Instructions: Choose a career area of interest. Complete the four year high school plan below using graduation credit requirements and electives that support your career interest area. A minimum of 20 credits is required for graduation. Include work related experiences in your plan.

SEATTLE PUBLIC SCHOOLS FOUR-YEAR AND BEYOND PLANNER

CAREER AREA OF INTEREST	BUSINESS, MARKETING, MANAGEMENT	ARTS, COMMUNICATIONS	HEALTH, HUMAN SERVICES, GOVERNMENT	INDUSTRIAL, TECHNOLOGY AND ENGINEERING	SCIENCE
CAREER PREPARATION COURSES	• Accounting I, II • Computer Applications I, II • Keyboarding • Word Processing I, II • Applied Business Communication Business Law • Applied Business Math Applied Economics Marketing	Drawing & Painting Commercial Art Creative Photography Choir Band Drama Guitar Piano Creative Writing Journalism • Radio - TV Speech	Nutrition & Foods • Children/Parenting Clothing Textiles Family Psychology Independent Living Business Law Marketing	• Drafting • Applied Math • Principles of Technology • Auto Technology • Auto Services Motors Electricity Electronics Business Law • Wood Construction • Radio - Television Graphics	• Horticulture Botany Zoology Environmental Pollution Studies • Principles of Technology Chemistry Physics Biology
LIFE SKILL COURSES	Independent Living Keyboarding Creative	Computer Applications 9th Grade Career Line	Nutrition & Foods Art Music	Psychology Parenting Family Relations	Foreign Language Traffic Education
CORE AND ACADEMIC PREPARATION	English 9A, 9B English 10A, 10B or English Elective	English 11A, 11B or English Elective World History I	World History II World History III US History 11A US History 11B	American Govt. Econ 2 years Math 2 years Science	2 years Physical Ed 1 year Fine Arts 1 year Health 1 year Occup. Ed
COLLEGE ADMISSION	2 - 4 years Foreign Language	2 years Social Science	3 - 4 years Math 4 years English	2 - 3 years Science	1 year Fine Arts or Academic Elective
TECHNICAL/ PROFESSIONAL PREPARATION	2 - 4 years Foreign Language	2 years Social Science	3 - 4 years Math 4 years English	2 - 3 years Science	

[illegible]	[illegible]
FIRST SEMESTER / SECOND SEMESTER	FIRST SEMESTER / SECOND SEMESTER
[illegible]	[illegible]
FIRST SEMESTER / SECOND SEMESTER	FIRST SEMESTER / SECOND SEMESTER

WHAT SHOULD MY TEENAGER DO?

1. Take advantage of educational and training opportunities offered in high school.
2. Visit the Career Center and utilize its services .
3. Take courses that fit a well-designed Four-Year and Beyond Plan.
4. Continue to assess their interests, skills and abilities and revise their Four-Year and Beyond Plan as necessary.
5. Discuss their career ideas with a counselor, friends, parents and family.
6. Sign up for work-related learning opportunities such as a mentoring program that will complement their high school course work (see list on back of this folder).

WHAT CAN PARENTS DO?

1. Encourage students to acquire skills useful for any career. Employers want employees who can speak and write well, have good communication skills and can reason and get along with others. A strong academic background and work ethic is essential. Help your teenager explore career options and the training requirements necessary for different careers. Discuss financial aid and how much the family can provide. Explore other resources available to help them reach their goals.
2. Discuss a Four-Year Plan and Beyond plan with your teenager. Stress the importance of solid planning and selecting courses with a goal in mind.

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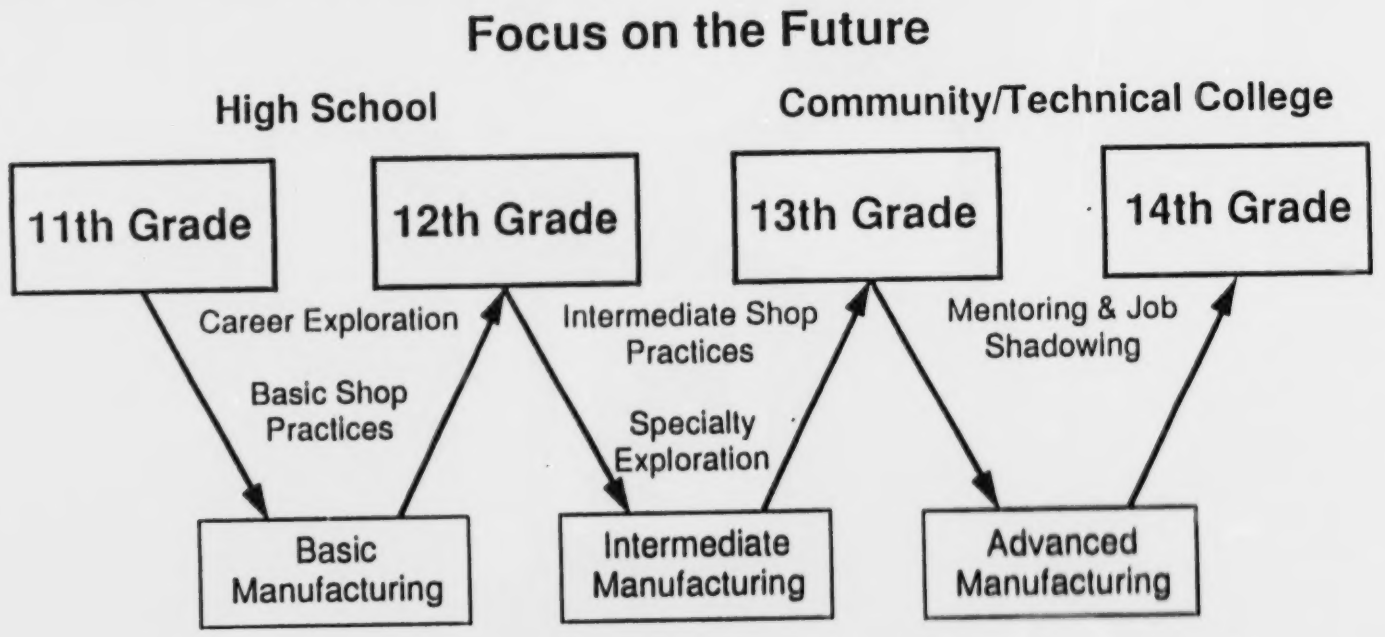
USING THE FOUR-YEAR AND BEYOND PLANNER

1. Students may select six courses per semester and must complete at least 20 credits for graduation.
2. Students write down the Core and Academic Preparation courses by grade in the appropriate spaces on the planning form. These courses are required for graduation.
3. Students add courses required for college admission or technical/professional preparation.
4. Students choose the career area that is closest to their interests.
5. Within the chosen career area, students select courses and add them to the planning form.
6. In remaining spaces on the form, students select elective courses of interest.

The BOEING Connection

Work-Based Learning



The Program

Objective

- Promote & Support the Development of Integrated Academic & Technical Education Programs
- Link Secondary & Post Secondary Schools with Local Workplaces
- To Develop Graduates who are Capable of Performing Entry-level tasks in skills occupations

Rationale

If we expect a high performance workplace - we need a high performance workforce.

"Education is a bigger factor in productivity growth than increased capital, economies of scale or better allocation of resources", from The Forgotten Half

Mission

Using Tech Prep concepts, create a school to work transition program resulting in a Manufacturing Technology Degree and share this model with business, labor, education and government.

Objectives

- Link secondary & post secondary schools with local manufacturing companies
- Promote & support the development of integrated academic & technical education
- Develop individuals capable of performing entry level skills in manufacturing technology
- Provide focus for individuals by connecting knowing with doing
- Contribute to the reduction of the high school drop out rate within the participating regions

Student Internship Selection Criteria

- Completed Junior Year of High School
- 2.5 Grade Point Average
- Successfully Completed Either of:
  - Principles of Technology Course
  - Applied Mathematics & Biology/Chemistry Course
  - Applied Communications
- Interested in Manufacturing Career
- Intend to Continue Education at Community/Technical College
- Complete the Application and Interview Process
- Can Provide own Transportation

HOW TO DEVELOP

A

STUDENT

RECRUITMENT

VIDEO

SEATTLE TECH PREP
National Demonstration Site
1330 North 90th - Room 108
Seattle, WA 98103
206/298-7965 FAX 206/298-7966

HOW TO DEVELOP
A
STUDENT RECRUITMENT VIDEO

Seattle Tech Prep

- Identify a budget source for a five minute video.
- Follow business office procedures for hiring an outside consultant. Seattle Tech Prep sent a "Request for Proposal" to three sources. See attachment for specific description.
- Two Tech Prep marketing committee representatives interviewed each source.
- The producer was picked based on his: a) written draft script using the resource materials sent to him ; b) the quality of other video tapes produced; and c) the energy and commitment he exhibited toward the idea of Tech Prep.
- The Director of Tech Prep, who is also the Chair of the Marketing Task Group, was the project contact.
- Timelines were established around three tasks: a) scripting, b) pre-production and photography; and c) post-production.
- The greatest amount of time was spent in script development.
- The producer hired an assistant to reserve the locations for a camera crew and actors. Four hours setup and shooting time were required for each of four locations. The Tech prep rep was invited to attend the sessions at each location. Students from one high school and two community colleges volunteered to be actors for the video.
- The script was reviewed once again after shooting. A young actor was hired for the voice-over.
- A composer used a rough cut of the video to begin writing special background music. He took the video and music to a composer's class and facilitated a focus group on whether the music and video concept "worked". He taped the discussions, some of which were incorporated into the background music.
- The marketing task group reviewed the progress of the tape to date.
- The Tech Prep rep attended several post-production sessions to answer questions and to get a "sense" of the final product.

REQUEST FOR PROPOSAL
Tech Prep Video Project
August - December 1992

COPY

Contact: Marie Coon, Manager, Educational Support Services, Seattle Community College District, 1500 Harvard Avenue, Seattle, WA 98122 - 587-4102.

Scope of Project: Approx. 5-minute video to interest high school students (grades 9-10-11) in the Tech Prep program operated by the Seattle Community College District and Seattle Public Schools.

Video will be screened at high school fairs, in counseling offices, etc., for the next three years. Audience will be approximately 75% students, 20% parents/guardians, 5% potential business partners for the program. See 1991-92 program cards for additional information.

Student audience is motivated by real-world, right-now concerns such as getting a good-quality job as soon as possible after finishing with studies.

Completed video should match quality and style of television commercials. Among elements to be included are:

- information/images to highlight Seattle's high school immigrant/ESL population
- female students
- high school social/class clubs based on student interest
- "applied academics" aspect of specially oriented physics, match, biochemistry, etc., classes
- co-operative elements of Tech Prep, including advisory committees of local businesses and job opportunities/work experience with these businesses
- wide range of potential occupations, including arts, (e.g. video, apparel design, culinary arts and horticulture), as well as traditional Tech Prep style subjects (drafting, carpentry, etc.)

Total budget approximately $10,000 with expenditure deadline of August 31, 1992. However, funding may become available for all phases of the project through December 1992.

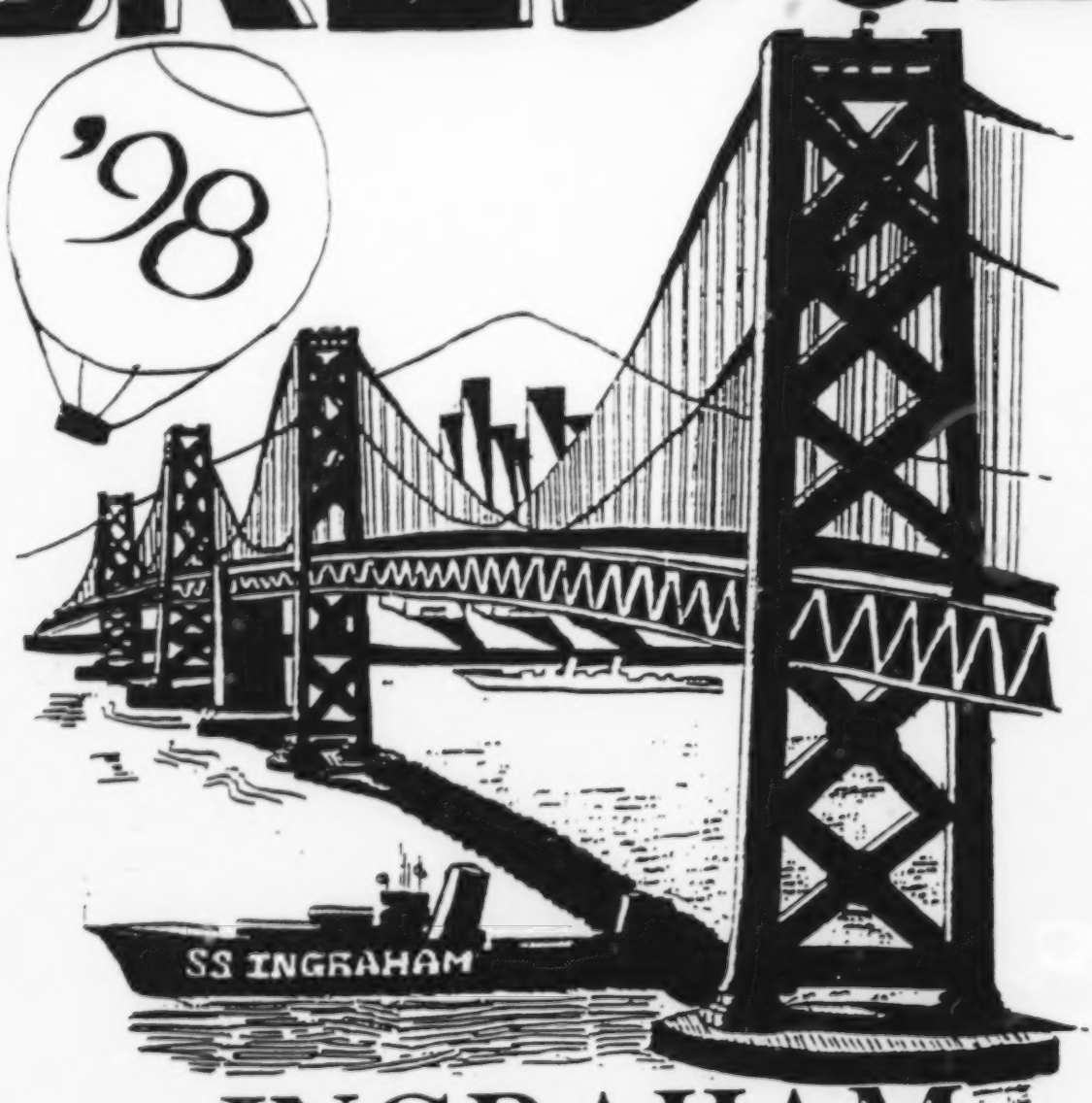
Needed by Monday, August 10: Rough estimate of funds and timeline needed to complete the following phases, especially an estimate of amount possible by August 31. Include subcontractors, if appropriate, and approximate fees for each.

- Video-Treatment and Script
  To be completed by August 31, 1992

- Pre-production and Shooting
  Include format and rationale for choice

- Editing and post-production
  Equipment and/or staff may be available from an as-yet-unknown business partnership (arranged through Marie Coon), so be visionary and think best-case - above and beyond the $10,000, if necessary.

BRIDGE



INGRAHAM HIGH SCHOOL

9th GRADE HANDBOOK

BRIDGE 1998

INGRAHAM HIGH SCHOOL

NINTH GRADE ORIENTATION PROGRAM

JUNE 1994
SEATTLE PUBLIC SCHOOLS

INGRAHAM HIGH SCHOOL
1819 NORTH 135TH STREET
SEATTLE, WASHINGTON 98133
(206) 281-6080

INTRODUCTION

In 1981 Ingraham High School changed from a three-year to a four-year high school. Eventually this shift of ninth grade students from junior high to high school created anxiety and concern on the part of many individuals. The high school staff became concerned about the adjustment and integration of ninth graders into high school.

Major areas of concern were high absenteeism and high dropout rate. The Ninth Grade Committee began identifying factors contributing to these problems. Students lacked good study and work habits to complete assignments and succeed in high school. They were unable to cope successfully with the increased number of choices and greater freedom found in high school. Also, students were easily influenced by their peers to place school in less than top priority. The Ninth Grade Committee and administration were alert to the needs of students and wanted to offer an effective program to meet their needs.

Since 1981 the Home and Family Life department offered "World Of Work" to all ninth grade students. This class introduced ninth graders to job skills, career planning, vocational electives, and school organization. The task proved to be overwhelming for one department.

Increasing numbers of ninth grade students were entering Ingraham without the social and academic skills for high school success. The staff determined that a coordinated, comprehensive transition program must be developed and required of all incoming ninth grade students. To meet this challenge, plans for a semester long orientation class began to evolve. In the fall of 1992 all incoming ninth graders were enrolled in high school orientation, BRIDGE 1996. The class involved teachers, counselors, the librarian, the nurse, the career specialist, the activity coordinator, and the administrators.

The Ninth Grade Committee believed the students and the school would benefit from offering a ninth grade orientation program. They identified the keys to success:

1. Knowing there is a need
2. Being committed to doing something about that need
3. Being willing to adjust, adapt, and change whatever is necessary to meet the need

More specific factors that contribute to a successful program are:

1. Administration involvement and support
2. Total school staff interest and concern
3. Use of existing models as resources
4. Evolvement of the program
5. Willingness of staff to participate
6. Time to develop program
7. Evaluation and revision
8. Flexibility of staff
9. Flexibility of program
10. Enthusiastic and committed teachers
11. Involvement of teachers who are school leaders
12. Strong coordination and communication among staff
13. Dedication

The BRIDGE program continues to evolve and change. To address the critical area of workplace readiness, the introduction to career oriented electives has been expanded to include a career path focus. Emphasis will be on heightening students' marketable skills and preparing them for post secondary employment. By the end of first semester, all ninth grade students will be required to select a career path and begin to develop a portfolio in which personal information and career awareness and exploration are outlined.

The following pages of this booklet contain an outline of Ingraham's program. Included are objectives and lesson plan overviews for each section. Samples of rotation schedules, record keeping procedures and general guidelines are also included.

For more information on Ingraham's program, contact Patricia Atterberry, Assistant Principal, at 281-6080. You may also contact Dr. Audrey Williams, Seattle School District's Coordinator of Counseling/Psychological Services, at 281-6807, for information on other schools in Seattle with similar programs.

June 1994

GENERAL OVERVIEW

COURSE CONTENT OVERVIEW

ROTATION SCHEDULE

GENERAL OVERVIEW

GOALS FOR BRIDGE

1. Familiarization with Ingraham High School, e.g., building, rules, expectations, programs, opportunities, course offerings, and diverse student enrollment.

2. Socialization and personal skill development, e.g., interpersonal relationships, self esteem, self understanding, goal setting, managerial skills, decision making, and communication.

3. Introduction to Ingraham's career-oriented electives: (Technology Education, Home and Family Life, Business Education, and Fine and Performing Arts) expanded to include a career path focus, job skills, and portfolio development.

GRADING AND ATTENDANCE

Guidelines:

1. Grade should be positive;

2. Grade will be based on unit points and totaled for a final letter grade;

3. Make-up credit will be available for excused absences during the unit and within two days of returning from an excused absence. It is the student's responsibility to contact the teacher for make-up work;

4. Make-up work must be provided;

5. Bonus points will be allowed for student showing a marked improvement;

6. Attendance and points will be kept in a blue binder using official class list and adding names as necessary. When absences accumulate, the teacher with the blue binder at the time makes a referral;

7. Points within each section can be disbursed in the manner most appropriate for that section, i.e., some assignments may be valued at ten points but total points for each section will be the same;

8. Blue binders will be left in the mail box of the next teacher the afternoon before the new segment begins.

BALANCING SECTIONS

1. Special education students will be integrated.
2. Non-English speaking students will be integrated.
3. Groups will be balanced by gender.
4. Materials for newcomers will be translated into native language whenever possible.

STUDENTS ENTERING LATE

1. Counselors will place later entering students and notify teachers if students should receive partial or full credit.
2. Partial credit will be given to students entering late who have not been enrolled in another course before entering Ingraham.
3. Students will receive full credit and points equal to the grade of the course they were leaving.
4. Averaging of grades for a missed segment is appropriate in some situations.
5. Students enrolling after ten weeks can be exempt from BRIDGE if transferring classes can be matched with Ingraham classes.

PROGRESS REPORTS

1. At mid-quarter BRIDGE teachers will distribute progress reports for each ninth grade teacher to mark. "Outstanding", "Satisfactory", or "Improvement Needed" can be circled or checked.

CLASSROOM STANDARDS

1. BRIDGE will require all students to have a three ring binder with dividers.

2. Being on time to class, prepared with paper and pencil, is expected and rewarded with points.

3. Staff will have a point system with concrete guidelines, i.e., papers collected and returned, quizzes, projects, and a reporting system to keep students informed regarding points earned.

AT RISK STUDENTS

1. BRIDGE '98 staff will attempt to identify students who need extra help and follow up on previously targeted students.

2. Referrals, parent contacts, and other pertinent information will be recorded in the blue attendance binder.

3. Attendance or behavioral concerns will be referred to counselors within the first month for an initial contact. Teachers are encouraged to send referrals to administrators and counselors throughout the semester.

MATERIALS

1. Materials for ninth grade activities for all groups will be available in the Main Office, i.e., Letter to Students, Time Capsule, Student Handbooks, etc.

2. See Patricia Atterberry, Assistant Principal, to order any special materials needed.

3. The Student Handbook is to be kept by students and used as a reference all semester.

COURSE CONTENT OVERVIEW

TOPICS	COURSE CONTENT	STAFF
1. Self Concept - Self Awareness	Self concept material "True Colors---Positive Attitudes In America" program, Communications Companies International; motivation, self-talk, modes of learning	Sandy Barnes
2. Livin' It	Chemical dependency and addictions, sexual harassment, date rape, cycle of violence, suicide, and depression	Linda Hundinger
3. Givin' It, Takin' It, and Workin' It Out	Stress management, anger management, negotiation, and mediation skills	Pegi McEvoy
4. Multicultural - Human Relations	Multicultural approach, student names, stereotyping, understanding group dynamics, culture wheel, prejudice and conflict, understanding similarities and differences	Jacky Graupner Tom Coan
5. World Languages and Applied Study Skills	Introduction to numbers, vocabulary, and phrases in French, German, Greek, Japanese, and Spanish; examine and improve study skills	Caron Touliatos
6. Workplace Orientation - Business Education Electives	Word processing, computer applications, spreadsheet, database, workplace communication, check register, budget, accounting, Business Education Electives	Ina Howell
7. Technology Education	Departmental tour, safety, equipment, CAD drafting, technology careers, Tech Prep program, class options, occupational credit, solar car race, paper car race	Jerry Bisset
8. Health, Human Services and Environmental Design - Home and Family Life Electives	Introduction to: textiles and fashion, housing and design, nutrition and culinary arts, hospitality, health, and human services, leadership and career opportunities through a workplace simulation	Susan Grant
9. Goal Setting - Fine Arts	Goal setting, writing affirmations, and using them to reach goals, Fine Arts Electives	Martin Floe
10. School Activities	Activities, athletic program, student body budget, school clubs, sports, activity eligibility, computing G.P.A., student organization, community resources	Stephanie Wilson

TOPICS	COURSE CONTENT	STAFF
11. The Path to Greater Math Success	Department overview: differences between middle and high school math, basic math vocabulary, reading word problems better, the value of showing process on well-organized notes and homework, tutoring and success strategies	Alan Kahn
12. High School and Career Planning - Decision Making	Career survey, transcripts, 4-year plan, post high school options	Mary Coble, Ann King Robb Petersen Bonnie Johnson

INGRAHAM HIGH SCHOOL *ROTATION SCHEDULE--BRIDGE '98* *First Semester 1994-1995*

No. of Days	DATE & ACTIVITY	Barnes	Mandinger	McEvoy	Coan Graupner	Touliatos	Howell	Bisset	Grant	Hanson	Wilson	Kahn	Coble King Petersen
Room		208	122	115	121	130A	200	301	118	10	117	107	126
9	Sept. 8-20 *Get Acquainted/School Tour *Rules/Regulations *9th Grade Assembly	1	2	3	4	5	6	7	8	9	10	11	12
8	Sept. 21-Sept. 30 *Rules/Regulations	12	1	2	3	4	5	6	7	8	9	10	11
8	Oct. 3-12 *Freshman Breakfast Progress Reports	11	12	1	2	3	4	5	6	7	8	9	10
7	Oct. 13-24	10	11	12	1	2	3	4	5	6	7	8	9
7	Oct. 25-Nov. 2 *Think First Assembly	9	10	11	12	1	2	3	4	5	6	7	8
7	Nov. 3-Nov. 14	8	9	10	11	12	1	2	3	4	5	6	7
7	Nov. 15-Nov. 23 Report Cards *Diversity Dance Workshop	7	8	9	10	11	12	1	2	3	4	5	6
7	Nov. 28-Dec. 6	6	7	8	9	10	11	12	1	2	3	4	5
7	Dec. 7-Dec. 15 Progress Reports *Career Fair/Career Selection	5	6	7	8	9	10	11	12	1	2	3	4
7	Dec. 16-Jan. 5 *Registration	4	5	6	7	8	9	10	11	12	1	2	3
7	Jan. 6-Jan. 17	3	4	5	6	7	8	9	10	11	12	1	2
8	Jan. 18-Jan. 27 *Evaluation *Recognition Hour	2	3	4	5	6	7	8	9	10	11	12	1

* Activities completed in all groups during that time period.

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Applied Academics
Apparel Design
Automotive Technician
Business Education
Carpentry
Childhood Education
Electro-Mechanical Drafting/CAD
Horticulture
Manufacturing Technology
Radio Broadcast Communications
Television Broadcast Communications

CHOOSE A CAREER PATH

Students: Using the information you acquired in your 9th grade BRIDGE class about yourself, careers, and electives, select a career path. Develop a four year plan using the recommended electives for the career path you selected.

Whether you plan to attend college or enter the job market directly after high school, developing a four year plan will help you take full advantage of the opportunities available in high school. This will also help to ensure that you are ready to take the next step after high school.

If you are unsure about which path to select, answer the following questions after each path and choose the one that best describes you.

____ Business and Computer Applications

Do you want to learn to work with computers?
Do you learn best by directly applying what you are learning?
Do you want to acquire job skills you can use now as well as later on?
Do you see yourself as a leader?
Do you believe that it's all right to make a profit?
Do you want to learn to think clearly and work efficiently?
Do you like to solve problems and make decisions?

____ Health, Human Services and Environmental Design

Do you have a general concern for the health, well-being and safety of others?
Have you been told that you have creativity, talent or imagination with food, design or ideas?
Do you like to analyze people, develop solutions, and solve problems?
Do you prefer to work in settings which allow personal initiative, flexibility, mobility or travel?
Are you an advocate for children, families, communities, society, and the environment?
Do people like, trust, and have confidence in you?
Do you enjoy helping others learn, acquire information, and achieve results?
Do you like to experience, express or contribute to the cultural, historical or ethnic diversity of society?
Are you able to take, follow and use procedures and directions?

____ Industrial Technology and Engineering

Do you have mechanical aptitude to work with tools?
Do you enjoy solving problems?
Do you like to tinker with objects and figure out how they work?
Do you like to work with your hands, assembling, building, or repairing?
Do you have an aptitude in math and/or science?
Do you have good eye-hand coordination?
Do you have the ability to work accurately and precisely?
Do you have the ability to understand and pay close attention to standards?
Do you have the ability to complete projects?

____ Fine and Performing Arts

Are you creative, innovative, imaginative or flexible?
Do you like to work independently in self-directed situations?
Do you have artistic or musical ability?
Do you have physical-manual dexterity?
Do you like to express your feelings/ideas visually, or in writing or by performing?

NAME: _____ DATE: _____

INGRAHAM HIGH SCHOOL
CAREER PATH COURSES

STUDENTS: Below is a list of introductory course offerings in each career path area. Please carefully review the list, select the appropriate course from your career preference, and complete your subject selection sheet.

Business	Fine Arts	Home And Family Life	Technology
If Student has taken Typing I in 9th grade, Computer Application and Word Processing can be chosen	All Art	Personal Choices Only	Metal Shop
	All Music		Technical Drawing
	Drama I		
	Journalism I		

BUSINESS AND COMPUTER APPLICATIONS

Department Description: Computer technology, competency based grading, and applied academics prepare students for careers in business and computer applications. Students are also prepared for leadership (FBLA) and for acceptance into related college programs. Computers and simulations are used by students to apply concepts directly related to skills that command high wages in the work place. Statements of Proficiency are offered in Accounting, Administrative Services, Entrepreneurship, Desktop Publishing/ Business Graphics, and Business Computer Applications.

Course Offerings and Content:

Accounting

Computer Applications

Keyboarding

Word Processing

Future Business Leaders of America

Applied Business Communication

Applied Business Law

Applied Business Mathematics

Applied Economics

King County Co-op Program (paid jobs with training at work sites)

BUSINESS ED CAREER PATH COURSES

9th Grade	10th Grade	11th Grade	12th Grade
Keyboarding	Applied Business Math	Applied Business Communications	Applied Business Communications
FBLA	FBLA	FBLA	FBLA
BRIDGE	Computer Applications I-II	Computer Applications I-II	Computer Applications I-II
	Word Processing I-II	Word Processing I-II	Word Processing I-II
	Accounting I-II	Accounting I-II	Accounting I-II
	Keyboarding	Keyboarding	Keyboarding
	Applied Economics	Applied Economics	Applied Economics
	Business Graphics I-II	Business Graphics Arts I-II	Business Graphics Arts I-II
		King County Co-op	King County Co-op
		Applied Business Law	Applied Business Law
			Business Connection (Paid Internship)

PROFICIENCY CERTIFICATES:

Accounting
Computer Technology
Business & Administrative Services
Entrepreneurship
Business Visual Communication
Interested in Self-Improvement

AWARDS:

American Legion Award
Monthly Department Scholars

FINE AND PERFORMING ARTS

Department Description: Students explore their creativity through classroom, workshop, performance, and field experiences. They investigate and celebrate the diverse cultural heritage of the fine and performing arts. In fine arts, students use a variety of media to develop a personal approach to visual creativity. In performing arts, they learn negotiating and teamwork skills, develop poise and confidence, and enhance self esteem in a learning environment both challenging and comfortable.

Course Offerings and Content:

Fine Arts:

Drawing and Painting

Commercial Art

Ceramics

Photography (camera required)

Performing Arts:

Concert and Marching Band (concerts and marching performances in the United States and Canada)

Drama I (an introduction to the theater; activities include sensory awareness, pantomime, improvisation and the staging of short scenes)

Drama II/Advanced Drama (individual and group projects, especially rehearsal and performance of scenes and plays)

Beginning Guitar

Stage Band

Beginning Piano

Advanced Piano

Vocal Ensemble (vocal techniques and music reading skills, choral music from different cultures and time periods)

FINE ARTS CAREER PATH COURSES

9th Grade	10th Grade	11th Grade	12th Grade
Commercial Art	Commercial Art	Commercial Art	Commercial Art
Drawing/Painting	Drawing/Painting	Drawing/Painting	Drawing/Painting
BRIDGE	Ceramics	Ceramics	Ceramics
	Photography	Photography	Photography

AWARDS:

American Legion Award
Monthly Department Scholars

PERFORMING ARTS CAREER PATH COURSES

9th Grade	10th Grade	11th Grade	12th Grade
Concert Band	Concert Band	Concert Band	Concert Band
Vocal Ensemble	Vocal Ensemble	Vocal Ensemble	Vocal Ensemble
String Ensemble	String Ensemble	String Ensemble	String Ensemble
Piano	Piano	Piano	Piano
Adv. Piano	Adv. Piano	Adv. Piano	Adv. Piano

AWARDS:

American Legion Scholar
Monthly Department Scholars

HEALTH, HUMAN SERVICES AND ENVIRONMENTAL DESIGN

Department Description: Opportunities are available for students to train for a variety of creative, satisfying, people-oriented professions. The economic future and growth potential of these careers look bright. The curriculum focus is on leadership, practical application, and simulation experiences. Students develop a foundation of work skills, knowledge, and experience in the areas of:

- Hospitality, Travel/Tourism, Food Service, Fitness
- Education, Communication, Human Service
- Housing and Interior Design
- Child Development
- Consumer Finance Careers
- Health, Medical and Fitness Careers
- Clothing and Textiles

Course Offerings and Content:

BRIDGE

Introductory course simulating Home and Family Life careers

Personal Choices

Comprehensive introductory job skills and training.

Ethnic Food and Culture

Explore hospitality, travel, and tourism careers and learn about food, ethnic studies, and culture.

Food and Nutrition

Explore careers in Culinary Arts, Dietetics, Fitness, Food, Institutional dining, and the restaurant field.

Child Development

Explore careers with children; work in the campus preschool.

Advanced Child Development

Advanced Tech-Prep course in Child Development.

Clothing and Textiles

Explore fashion, clothing, merchandising, and textiles careers.

Housing and Interior Design

Explore careers in Residential, Commercial, and Landscape Design, Interior Design, and Decorative and Historical design.

Housing and Interior Design

Learning from Housing Interior Design applied to specific problems of student choice. (Independent study)

Family Psychology

Use relationship issues (court, marriage, parenting simulations) to explore careers in education, law, social work, counselling, and personal services.

Advanced Family Psychology

Learning from Family Psychology applied to specific problems of student choice. (Independent study).

Independent Living

Preparation in the skills necessary to learn to live independently.

Family Health

Explore careers in the health and the medical field, cross credits for health requirement.

HOME & FAMILY LIFE CAREER PATH COURSES

9th Grade	10th Grade	11th Grade	12th Grade
BRIDGE	Food & Nutrition	Food & Nutrition	Food & Nutrition
Personal Choices	Ethnic Food and Culture	Ethnic Food and Culture	Ethnic Food and Culture
	Family Psychology	Family Psychology	Family Psychology
	Child Development	Child Development	Child Development
	Housing & Interior Design	Housing & Interior Design	Housing & Interior Design
		Independent Living	Independent Living
		Advanced Family Psychology	Advanced Family Psychology
		Advanced Child Development	Advanced Child Development

AWARDS

American Legion Award
Monthly Department Scholars

Future Leaders --

FHA/HERO - Leadership Recognition
FHA/HERO - Star Events
FHA/HERO - Power of One

CERTIFICATES

Hospitality/Travel/Tourism,
Culinary Arts, Food, Fitness
Education, Communication,
Human & Personal Services
Housing: Urban, Landscape,
Commerical, Residential
Child Development
Consumer Finance
Health, Medical & Fitness
Clothing & Textiles
Children/Parenting

INDUSTRIAL TECHNOLOGY AND ENGINEERING

Department Description: Students learn entry-level skills and acquire a foundation for advanced training in technical and engineering careers. The primary focus is hands-on, practical learning experiences. Our programs are designed to give students an excellent background in the understanding of tools, equipment, processes, materials, safety, design, and the industrial applications of computers.

Course Offerings and Content:

Drafting (the graphic language of science and industry; includes computer, architectural, and mechanical drafting)

Applied Math (cross credit for mathematics or occupational education credit)

Applied Physics (mechanical, fluid, electrical, and thermal systems, cross credit for lab science or occupational education credit)

Automotive Technology (one hour introduction, consumer based, personal use)

Automotive Service (two hours, career based, 70% hands on)

Metals Technology

Electricity/Electronics

Materials Science

INDUSTRIAL AND ENGINEERING CAREER PATH COURSES

9th Grade	10th Grade	11th Grade	12th Grade
BRIDGE			
Metals	Metals	Metals	Metals
	Auto Service	Auto Service	Auto Service
Auto Tech	Auto Tech	Auto Tech	Auto Tech
Electronic Drafting	Electronic Drafting	Electronic Drafting	Electronic Drafting
	Architecture	Architecture	Architecture
Applied Physics	Applied Physics	Applied Physics	Applied Physics
Applied Math	Applied Math	Applied Math	Applied Math

DEPARTMENT AWARDS:

American Legion Award
Monthly Department Scholars

SKILL CERTIFICATE:

Doctor of Motors

EMPLOYABILITY CERTIFICATES:

Excellent Attendance
Good Personal Traits
Works Well with Others
Follows Directions
Self Starter
Follows Through
Shows Pride in Workmanship
Honesty
Interested in Self-Improvement

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BRIDGE CAREER PATH FLOW CHART FOR SOPHOMORES

FINE ARTS	BUSINESS EDUCATION	HOME & FAMILY LIFE	PERFORMING ARTS	TECHNOLOGY EDUCATIOI
Commercial Art	Applied Business Math	Food & Nutrition	Concert Band	Metals
Drawing & Painting	FBLA	Ethnic Food & Culture	Vocal Ensemble	Auto Service
Ceramics	Computer Applications I & II	Family Psychology	String Ensemble	Auto Technology
Photography	Word Processing I & II	Child Development	Piano	Electronic Drafting
BRIDGE	Accounting I & II	Family Psychology	Advanced Piano	Architecture
	Keyboarding	Housing & Interior Design	BRIDGE	Applied Physics
	Applied Economics	Clothing & Textiles		Applied Math
	Business Graphics I & II	BRIDGE		BRIDGE
	BRIDGE			

Circle the Career Path you chose while in BRIDGE: FINE ARTS / BUSINESS ED / HOME & FAMILY LIFE / PERFORMING ARTS / TECHNOLOGY ED

Circle the courses listed above that you have taken in your Career area.

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Student Name
Date 79

CAREER CENTER SERVICES

YOU EXPECT THE BEST for yourself: a future bright with challenge and promise. To reach your goals, you will need a good plan. That's where your Career Center can help with programs and resources that put you in touch with training and education opportunities after high school. Each of the twelve high school Career Centers provides:

CAREER EXPLORATION PROGRAMS

Like many students, you may be unsure of what you want to do after high school. At the Career Center, we provide information and guidance you can use to both choose and prepare for a career:

- Career interest surveys and aptitude tests
- A computerized career information system
- Career enrichment workshops and conferences
- Internships and career shadowing
- Volunteer speakers from local business and business organizations
- Assistance in preparing student portfolios and resumes

POST SECONDARY EDUCATION OPTIONS

You can meet with representatives from two and four year colleges, technical colleges, apprenticeship programs, and military services to find out more about:

- Tech Prep
- Selection and admission processes
- Visits to colleges and educational institutions
- Scholarships, grants, loans, work study
- College conferences

VOCATIONAL EDUCATION OPPORTUNITIES

Your Career Specialist will help you enroll in vocational-technical education classes offered each semester:

- City Campus vocational programs
- Tech Prep programs
- Military service training programs
- Apprenticeship programs

EMPLOYMENT PROGRAMS

Career Center employment programs can provide information to help you find and keep jobs and succeed in the workplace:

- Work and volunteer experience credit
- Pre-employment information
- Job search skills
- Employment listings
- Community volunteer opportunities

CAREER CENTER FIELD TRIPS

Participate in a variety of field trips organized by the Career Center specialist that will take you to:

- Local businesses and industries
- Community career exploration programs
- Vocational and educational organizations
- Job and career fairs

THE CAREER DEVELOPMENT PORTFOLIO

The Seattle Public Schools Career Development Portfolio is a vehicle to encourage students to take responsibility for their decisions and development in order to enhance career opportunities and options. It is a tool to help students connect their education and learning to their success in the workplace. The career development portfolio is a component of a comprehensive guidance program which provides sequential career development activities for every 9th-12th grade student.

Each side of the portfolio folder illustrates an important facet of career development, leading students through the process of analyzing and synthesizing information that will assist with more purposeful and directed career decisions. The front cover provides a place for student and school information, describes the purpose of the portfolio and gives a checklist of items that may be included in the folder. The top inside section provides a place for students to indicate identified career areas of interest and a checklist of recommended activities at each grade level that will assist students in their career development process. This checklist has been cross referenced with Seattle School's career guidance goals and objectives. The bottom half of the inside folder provides space for students to record self-assessment information. The back side of the folder is designed for high school course planning.

The Career Development Portfolio is intended to be used as a complement to the cumulative folder, rather than as a substitute. Whereas the cumulative folder is the school's record kept for the student, the Career Development Portfolio is the students record of their learning and decision making throughout high school. Each high school decides where the portfolio will be stored, how students will access and update their folder, and how folders will follow the students upon transferring to another school or upon graduation. Each high school decides what activities will be used to achieve the career guidance goals and objectives of Seattle School's comprehensive guidance program.

INTRODUCING THE CAREER DEVELOPMENT PORTFOLIO TO STUDENTS

How the portfolio is introduced will influence how receptive students will be to its purpose and uses. This initial introduction will set the tone for future effectiveness as a tool for self-discovery, educational planning, career awareness, exploration, planning, and preparation.

1. What is a portfolio? How might a career portfolio be used? Discuss how a portfolio gathers information that can be used in a variety of ways. As students take responsibility for "getting a career" a portfolio can be a tool for helping them gather information about themselves, their options and for helping them to make decisions using the information they collect. It can also be presented to future employers as evidence of accomplishments, experiences, skills, and abilities. Because it is accumulative from grades 9-12, they will be able to use it for planning, deciding, and also for recording changes they may make in their career direction.

2. Have students read the message on the front of the portfolio. Discuss the contents of the portfolio and how these items may be useful. Discuss the difference between getting a job and selecting a career and how the portfolio can assist with both.

3. Let the students peruse the portfolio pointing out that each side of the portfolio has a particular focus.

   A. The front cover provides a place for student and school information, describes the purpose of the portfolio and gives a checklist of items that may be included in the folder.

   B. The top inside section provides a place for students to indicate identified career areas of interest and a checklist of recommended activities at each grade level that will assist them in their career development.

   C. The bottom half of the inside folder provides space for students to record self-assessment information of various kinds.

   D. The back side of the folder is designed for high school course planning. The many options, for training while still in high school, are indicated as well as high school graduation requirements and college admission requirements.

4. Tell the students where their folders will be kept and how and when they will be adding information to their portfolios. Remind them that if maintained and taken seriously, their portfolios will be extremely valuable in their high school/post high school career planning and decision making.

Name: _____ _____

Address: _____

_____

Phone No.: _____

Social Security No.: _____

Student ID No.: _____

School Name	Transfer Date
_____	_____
_____	_____
_____	_____

*Ballard	*Hale	*Sealth	*Marshall Alt.
*Cleveland	*Ingraham	*West Seattle	*Sharples Alt.
*Franklin	*Rainier Beach	*Indian Heritage	*Middle College
*Garfield	*Roosevelt	*Summit K-12	*Nova

CAREER DEVELOPMENT PORTFOLIO
SEATTLE PUBLIC SCHOOLS

This is your Career Development Portfolio. When you graduate or transfer to another school, you will take this folder with you. What you record in this folder will help you make informed decisions about your present and future educational and career goals and plans. It will also assist you in completing job applications and resumes.

Contents: *Some items will be added as you progress through high school*

- ☐ Career and Educational Goals
- ☐ Career Planning Checklist
- ☐ Four Year and Beyond Plan
- ☐ Transcript or Course History
- ☐ Competency Checklist
- ☐ Social Security Card (Copy)
- ☐ Proof of Citizenship (Green Card Copy)
- ☐ Test Scores
- ☐ Certificates or Awards
- ☐ Picture Identification
- ☐ Resume
- ☐ Letters of Recommendations
- ☐ Completed Job Application
- ☐ List of School/Community Activities
- ☐ Work/Volunteer History

SELF -ASSESSMENT

Interests *What I Like To Do....*

9th _____

10th _____

11th _____

12th _____

13th _____

Skills *What I Do Well.....*

9th _____

10th _____

11th _____

12th _____

13th _____

Priorities *What Is Most Important To Me.....*

9th _____

10th _____

11th _____

12th _____

13th _____

References: *(Teacher, Adult Friend, Counselor, Employer)*

1. _____
2. _____
3. _____
4. _____
5. _____

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Extra Curricular Activities

Year	Activity
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Community Service/Volunteer Activities

Year	Activity
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Work Experience/Career Exploration

Year	Employer
_____	_____
_____	_____
_____	_____
_____	_____

Awards/Certificates

Year	Name of Award
_____	_____
_____	_____
_____	_____

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Testing *(Add test results to Portfolio)*

☐ PSAT ☐ PLAN ☐ ACT ☐ KUDER ☐ SAT ☐ ASVAB

Other: _____

Name: _____ **Year of Graduation:** _____

CAREER INTEREST AREA

(Choose from Worker Trait Groups, Kuder Career Clusters or Career Path / Focus Below)

9th _____ _____

10th _____ _____

11th _____ _____

12th _____ _____

13th _____ _____

Worker Trait Groups

Artistic	Business Detail
Scientific	Selling
Plants & Animals	Accommodating
Protective	Humanitarian
Mechanical	Leading & Influencing
Industrial	Physical Performing

Kuder Career Clusters

Artistic/Musical	Mechanical
Literary	Persuasive
Computational/Clerical	Outdoor
Social Sciences	Scientific

Career Path/Focus: _____

Arts/Communications	Business/Marketing/Economics
Health/Human Services/Environment	Industrial Technology & Engineering

EDUCATION/TRAINING OPTIONS

(Choose from Post High School Education / Training Options below)

9th _____

10th _____

11th _____

12th _____

13th _____

Post High School Education/Training Options

On-the-Job Training	Technical College	Community College:
Apprenticeship	4 Year College/University	Transfer Program
Military		Tech Prep

CAREER PLANNING CHECK LIST

(Do the following to help build a strong background for making positive career decisions.)

9th	10th	11th	12th	
☐	☐	☐	☐	Review high school policies/procedures
☐	☐	☐	☐	Visit the Career Center
☐	☐	☐	☐	Take an interest survey
☐	☐	☐	☐	Develop a four year plan
☐	☐	☐	☐	Identify career interest area
☐	☐	☐	☐	Review post-high school options
☐	☐	☐	☐	Discuss plans with parents/teachers/counselors
☐	☐	☐	☐	Use computerized information system
☐	☐	☐	☐	Identify priorities and skills
☐	☐	☐	☐	Investigate post-high school options
☐	☐	☐	☐	Research a career in-depth
☐	☐	☐	☐	Update four year plan
☐	☐	☐	☐	Acquire job-finding skills
☐	☐	☐	☐	Take Kuder Interest Survey
☐	☐	☐	☐	Identify a career /develop a five year plan
☐	☐	☐	☐	Research/visit post-high school option
☐	☐	☐	☐	Review Financial Aid
☐	☐	☐	☐	Take college admission tests
☐	☐	☐	☐	Attend career/college conference
☐	☐	☐	☐	Prepare a resume
☐	☐	☐	☐	Double check graduation progress with counselor
☐	☐	☐	☐	Update job search skills: resume, application, interview
			☐	Apply to school/college
			☐	Finalize post-high school plans
			☐	Meet with counselor for senior interview

Explore a career:

☐	☐	☐	☐	Shadowing
☐	☐	☐	☐	Internship
☐	☐	☐	☐	Career Day
☐	☐	☐	☐	Career Seminars
☐	☐	☐	☐	Volunteer Activity
☐	☐	☐	☐	Work Experiences

FOUR YEAR EDUCATION PLAN

All information on this form should be completed in pencil only

9th Grade	
FIRST SEMESTER	SECOND SEMESTER

10th Grade	
FIRST SEMESTER	SECOND SEMESTER

11th Grade	
FIRST SEMESTER	SECOND SEMESTER

12th Grade	
FIRST SEMESTER	SECOND SEMESTER

High School Options:

Academy
Advanced Placement
Apprenticeship
Career Focus Certificate
City Campus
- *Auto Body Repair
- *Cosmetology
- *Fashion Merchandising
- *Marine Technology

College/High School Credit
- *English 101
- *Principles of Technology
- *Applied Communications
- *Applied Math

Running Start
Tech Prep
- *Apparel Design
- *Auto. Tech.
- *Business Education
- *Childhood Education
- *Culinary Arts
- *Diesel/Heavy Equip.
- *Drafting
- *Horticulture
- *Radio/TV Comm.
- *Wood Construction

Work Experience
VOTIS

GRADUATION REQUIREMENTS CHECK LIST

- ☐☐ English 9A, 9B
- ☐ English 10A
- ☐ English 10B/Eng. Elective
- ☐ English 11A
- ☐ English 11B/Eng. Elective
- ☐☐ World History I, II
- ☐ World History III
- ☐☐ US History 11A, 11B
- ☐ American Gov. & Econ.
- ☐☐☐☐ Mathematics
- ☐☐☐☐ Science
- ☐☐☐ Occupational Credit
- ☐ Health
- ☐☐☐☐ Physical Education
- ☐ Fine Art
- ☐☐☐☐☐☐ Electives
- ☐☐☐☐☐ Elective
- ☐ Washington State History

COLLEGE ENTRANCE REQ.

- ☐ 4 yrs. English
- ☐ 3 yrs. Math
- ☐ 3 yrs. Social Sciences
- ☐ 2 yrs. Science
- ☐ 2-3 yrs. Foreign Lang.
- ☐ 1 yr. Fine Arts/Academic Elec.

TECH PREP ENTRANCE REQ.

* See Course Planner

HIGH SCHOOL PLAN

- ☐ Four year College
- ☐ Community College Transfer
- ☐ Technical Program

BEST COPY AVAILABLE

The Seattle School District provides Equal Educational Opportunity without regard to race, creed, color, national origin, sex, handicap/disability or sexual orientation.
The Seattle School District is an Equal Employment Opportunity, Affirmative Action employer and employs individuals without regard to race, creed, color, national origin, age, sex, marital status, handicap/disability or sexual orientation.
The District complies with all applicable State and Federal laws, including but not limited to, Title VI, Title VII, Title IX of the Civil Rights Act, the Americans with Disabilities Act (ADA), RCW 49.60, Law Against Discrimination, Section 504 of the Rehabilitation Act, and RCW 28A.640, "Sex Equality," and covers, but is not limited to, all District programs, courses, activities (including) extracurricular activities, services, access to facilities, etc.
The Title IX Officer and 504 Coordinator with the overall responsibility for monitoring, auditing, and ensuring compliance with this policy is: John Yonutake, Manager, Affirmative Action Office, 815 Fourth Avenue North, Seattle, WA 98109-1116. Phone (206) 298-7170.
Individuals who believe they have been discriminated against in any of the District's educational or employment activities can file an internal discrimination complaint with the District's Affirmative Action Office.

HIGH SCHOOL STUDENT PLANNER

FOUR-YEAR AND BEYOND PLANNING

ARTS/COMMUNICATIONS

BUSINESS/MARKETING/ECONOMICS

HEALTH SCIENCES/HUMAN SERVICES /ENVIRONMENT
INDUSTRIAL TECHNOLOGY/ENGINEERING /NATURAL RESOURCES

PUTTING IT ALL TOGETHER

UNDERSTAND THE CHANGING WORLD OF WORK

Today's job market demands a highly skilled work force. More than half of all new jobs are technical in nature and require at least one or more years of training after high school. Most jobs now require more than a high school education.

As a student, you need to understand that courses you select in high school should prepare you for a work place in which you may change jobs, if not professions, several times in your lifetime. You must prepare to be a lifelong learner by developing good learning skills, a strong work ethic, the ability to plan effectively and make good choices.

KNOW EDUCATIONAL/TRAINING OPTIONS

You can select from a number of options in high school to gain skills that will prepare you for employment or further education/training (see back page of this folder). Upon graduation from high school, you may choose apprenticeship, the military, on-the-job training opportunities or further education in a variety of institutions.

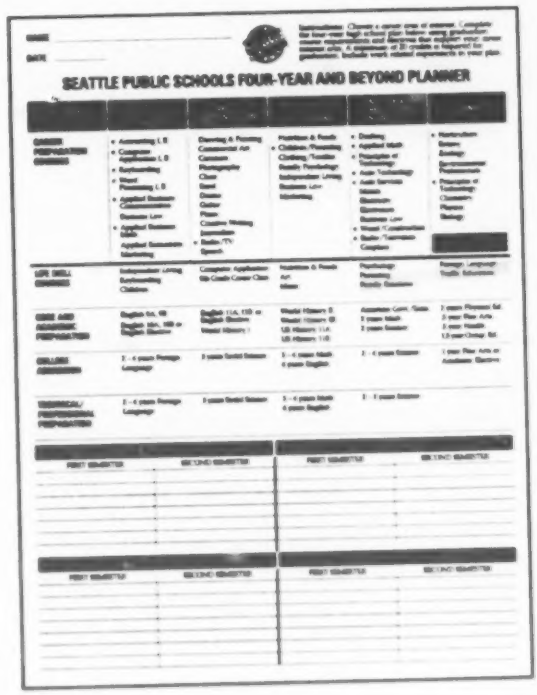
COMPLETE A FOUR-YEAR AND BEYOND PLAN

Whatever your goals may be, it is important to complete your Four-Year and Beyond Plan. Doing so will help connect your interests and possible careers and show you which courses support your plan.

HOW TO USE THE FOUR-YEAR AND BEYOND PLANNING FORM

1. Select a career area that comes closest to matching your present interests and goals. It's okay to change your mind later. If you are uncertain about your interests, answer the self-assessment questions in this brochure.
2. Write down the Core and Academic Preparation courses by grade in the appropriate spaces on your planning form. These are required for graduation.
3. Add courses required for college admission or technical/ professional preparation. Note that requirements are similar. So if you start out with a plan that targets technical/ professional training and later decide to enter college you can easily do so.
4. Add courses to the planning form from within your chosen career area.
5. In remaining spaces on the form, select elective courses that interest you. You may also add in work experiences that contribute to your goal.

You can get a Four-Year and Beyond Planning form at your high school counseling office.


SEATTLE PUBLIC SCHOOLS FOUR-YEAR AND BEYOND PLANNER

FOUR-YEAR AND BEYOND PLANNING

ARTS AND COMMUNICATION

SELF-ASSESSMENT:
If you answered yes to some of these questions, a career in the arts may be for you! You can find more information about careers and worker trait groups in *The Guide for Occupational Exploration*, available at your school's Career Center. In the *Guide*, refer to Worker Trait Groups: 01, 11.
This area matches Kuder Interest Survey clusters: Creative/Musical, Literary

___ 1. Are you creative, innovative, or imaginative?
___ 2. Do you have artistic ability?
___ 3. Do you have musical ability?
___ 4. Do you have physical/manual dexterity?
___ 5. Do you enjoy creative work involving design, color form and material?
___ 6. Has anyone ever told you that you would do well in debate?
___ 7. Do you enjoy going to concerts, playing musical instruments, singing, or reading about music and musicians?
___ 8. Do you enjoy writing poetry or writing in a journal?
___ 9. Would you like performing in front of people?
___ 10. Do you enjoy being independent?
___ 11. Do you seek opportunities for self-expression?
___ 12. Do you like to express your ideas visually or in a performance?

ARTS AND COMMUNICATION CAREERS

REQUIRES AT LEAST A FOUR-YEAR DEGREE

Actor
Advertising Worker
Architect
Critic: Art, Film, etc.
Art Teacher
Arts Management
Coach
Composer/Arranger
Curator
Director
Educator
Graphic Designer
Industrial Designer
Radio & TV Announcer
Reporter
Technical Illustrator
Writer
Journalist
Poet
Professional Athlete
Public Relations

SPECIALIZED TRAINING AFTER HIGH SCHOOL REQUIRED

Actor/Actress
Artist
Athletic Trainer
Disc Jockey
Drafter
Fashion Illustrator
Interior Design
Model
Musician
Photofinisher
Radio Journalist
Radio Personality
Sign Language Interpreter
Singer and Dancer
Stage Technician
Technical Illustrator

SPECIALIZED HIGH SCHOOL OR ON-THE-JOB TRAINING REQUIRED

Actor
Bookbinder
Compositor
Computer Assisted Layout
Display Worker
Floral Designer
Musician
Painter – Paper Hanger
Photographer
Press Operator
Recreational Attendant
Singer and Dancer

BUSINESS, MARKETING, ECONOMICS

SELF-ASSESSMENT:
If you answered yes to some of these questions, a career in business or marketing may be for you!
You can find more information about careers and worker trait groups in *The Guide for Occupational Exploration*, available at your school's Career Center. In the *Guide*, refer to Worker Trait Groups: 07, 08, 11.
This area matches Kuder Interest Survey clusters: Computational/clerical and persuasive

___ 1. Are you enthusiastic and self-confident?
___ 2. Do you have the ability to work under pressure?
___ 3. Do you enjoy planning and directing activities?
___ 4. Do you prefer directing the work of others to having others direct your work?
___ 5. Have you ever been told that you are very persuasive and can convince people of your point of view?
___ 6. Are you naturally a "people person", finding it easy to meet and talk with new acquaintances?
___ 7. Are you ambitious and achievement-oriented?
___ 8. Are you organized, efficient, and comfortable doing detail work with numbers or words?
___ 9. Do you prefer your work to be structured with clear guidelines?
___ 10. Do you believe it's okay to make a profit?
___ 11. Do you like working with computers?
___ 12. Do you like to solve problems and make decisions?

BUSINESS/ MARKETING ECONOMICS CAREERS

REQUIRES AT LEAST A FOUR-YEAR DEGREE

- Accountant/Auditor
- Administrative:
  - Education
  - Health Services
  - Government
  - Executive
  - Legislators
- Business Executive
- Business Manager
- Economist
- Educator
- Financial Institution Manger
- Financial Planners
- Loan Officers
- Managers:
  - Sales
  - Restaurant
  - Hotel/Motel
- Personnel Officer
- Purchasing Agent

SPECIALIZED TRAINING AFTER HIGH SCHOOL REQUIRED

- Appraiser
- Bookkeeper/Account Clerk
- Buyer and Purchasing Agent
- Data Entry Operator
- General Manager
- Insurance:
  - Claims Adjuster
  - Appraiser
  - Underwriter
  - Sales
- Marketing:
  - Advertising Worker
- Office Manager
- Public Relations
- Sales Representative
- Secretary
- Small Business Operator
- Stenographer
- Travel Agent

SPECIALIZED HIGH SCHOOL OR ON-THE-JOB TRAINING REQUIRED

- Bank Teller
- Cashier
- Clerk Typist
- Data Entry Operator
- Display Worker
- General Office
- Grocery Checker
- Model
- Receptionist
- Salesperson
- Secretary
- Hotel/Motel Desk Clerk
- Library Assistant
- Messengers
- Telephone Operators
- Travel/Ticket Agents

HEALTH SCIENCES/ HUMAN SERVICES ENVIRONMENT

SELF-ASSESSMENT:
If you answered yes to some of these questions, a career in health sciences or human services may be for you! You can find more information about careers and worker trait groups in *The Guide for Occupational Exploration*, available at your school's Career Center. In the *Guide*, refer to Worker Trait Groups: 02, 03, 04, 09, 10, 11. This area matches Kuder Interest Survey clusters: Social Sciences, Outdoors

___ 1. Do you enjoy helping others learn new things?
___ 2. Do you get along with a wide variety of people?
___ 3. Do you enjoy providing service to other people – to give information, see to their comfort or enhance their appearance?
___ 4. Do you like to analyze situations, develop solutions, and solve problems?
___ 5. Do you enjoy sharing ideas with others?
___ 6. Do you have a desire to help people?
___ 7. Does the human body and its workings fascinate you?
___ 8. Do you have a general concern for the health and well-being of others?
___ 9. Are you able to follow procedures with great accuracy?
___ 10. Do you enjoy searching for answers to physical and mental problems?
___ 11. Do you have dexterity in the use of eyes, hands and fingers?
___ 12. Do you enjoy working as a member of a team?

HEALTH SCIENCES/ HUMAN SERVICES ENVIRONMENT CAREERS

REQUIRES AT LEAST A FOUR-YEAR DEGREE

Audiologist
Chiropractor
Clergy
Counselor
Dentist
Dietician
Economist
Educator
Health Therapist
Journalist
Lawyer
Medical Illustrator
Naturopathic Physician
Nurse
Occupational Therapist
Optician
Optometrist
Parole/Probation Officer
Pharmacist
Psychologist
Physical Therapist
Physician
Researcher
Respiratory Therapist
School Counselor
Social Scientist
Social Worker
Sociologist
Speech Pathologist
Teacher
Urban Planner

SPECIALIZED TRAINING AFTER HIGH SCHOOL REQUIRED

Barber/Cosmetology
Dental Hygienist
Dental Lab Technician
EEG Technician
EKG Technician
Emergency Medical Technician
Flight Attendant
Health Technician
Health Technologist
Laboratory Tester
Law Enforcement
Legal Assistant
Licensed Midwife
Licensed Practical Nurse
Radiological Technician
Reporter
Senior Services Director
Sign Language Interpreter
Surgical Technician
Teacher Aids
Medical Lab Technician
Medical Lab Technologist
Paralegal
Pest Control Worker
Physician Assistant

SPECIALIZED HIGH SCHOOL OR ON-THE-JOB TRAINING REQUIRED

Child Car Worker
Correctional Officer
Dental Assistant
Domestic Service
Firefighter
Garbage Collector
Home Health Aids
Janitor
Law Enforcement
Lifeguard
Maintenance Worker
Medical Assistant
Nanny
Nurses Aids – Orderly
Pharmacist Assistant
Room Cleaner
Seamstress and Tailor
Sewing Machine Operator
Security Guard
Store Detective
Therapist Assistant
Tour Guides

ENGINEERING, INDUSTRY AND NATURAL RESOURCES

SELF-ASSESSMENT:
If you answered yes to some of these questions, a career in these fields may be for you! You can find more information about careers and worker trait groups in *The Guide for Occupational Exploration*, available at your school's Career Center. In the *Guide*, refer to Worker Trait Groups: 05, 06, 11.
This area matches Kuder Interest Survey clusters: Mechanical, Scientific, Outdoors

___ 1. Do you have mechanical aptitude and ability to work with tools?
___ 2. Do you have a tolerance for adverse working conditions?
___ 3. Do you have good observational skills?
___ 4. Do you have the ability to work quickly and skillfully with your hands?
___ 5. Do you have the ability to work both alone and with others?
___ 6. Do you have an aptitude for math and/or science?
___ 7. Do you have the ability to work accurately and precisely?
___ 8. Do you enjoy completing projects?
___ 9. Do you have the ability to understand and pay close attention to standards?
___ 10. Do you enjoy solving problems using facts and judgements – figuring things out?
___ 11. Do you like to assemble, build, or repair things?
___ 12. Are you comfortable working with machines and equipment?

ENGINEERING, INDUSTRY AND NATURAL RESOURCE CAREERS

REQUIRES AT LEAST A FOUR YEAR DEGREE

- Automotive Engineer
- Automotive Instructor
- Automotive Research
- Architect
- Civil Engineer
- Environmental Planner
- Wood Technology Instructor
- Aeronautical Engineer
- Aerospace Engineer
- Biomedical Engineer
- Marine Engineer
- Structural Engineer
- Mechanical Engineer

SPECIALIZED TRAINING AFTER HIGH SCHOOL REQUIRED

- Machinist
- Office Machine Servicer
- Robotics Mechanic
- Welder/Fitter
- Tool and Die Maker
- Cabinet Maker
- Carpenter
- Electrician
- Brick Layer
- Plumber
- Heavy Equipment Operator
- Masons
- Automotive Technician
- Automotive Electrician
- Parts Manager
- Shop Owner
- Chemical Technician
- Drafter
- Electronics Technician
- Engineering Technician
- Surveyor
- Air Conditioner Mechanic
- Dental Lab Technician
- Iron Worker
- Jeweler

SPECIALIZED HIGH SCHOOL OR ON THE JOB TRAINING REQUIRED

- Apprentice Carpenter
- Cabinet Maker's Asst.
- Finish Carpenter's Asst.
- Painter
- Welder's Helper
- Iron Worker
- Electronic Assembler
- Junior Drafter
- Mechanic's Assistant
- Service Station Attendent
- Auto-body work
- Bicycle Repair Person
- Jeweler Assistant
- Machine Shop Assistant
- Printer Assistant
- Welder-cutter
- Custodian

CAREER PREP OPPORTUNITIES IN HIGH SCHOOL

TECH PREP – Students remain in their high school and begin a technical program that leads to a two-year degree or a certificate. When a student completes Tech Prep courses in high school and earns a "B" grade or better, those credits can be applied to a related college program (see planning form for specific courses).

CITY CAMPUS – An opportunity for students to take courses in the career areas of Fashion, Auto Collision Repair, Cosmetology, Electronics and Marine Technology. Courses are offered at various high schools and community locations on a half-day basis.

ACADEMY OF FINANCE – A program that begins in the tenth grade for students interested in a business career. Special features include a national trip, internship and a business course taught at Seattle Pacific University in the senior year.

RUNNING START – High school juniors and seniors attend classes at a community college and earn high school and college credit simultaneously.

COLLEGE IN THE HIGH SCHOOL – High school students take college courses in their high school and earn high school and college credit. (Example: English 101).

ADVANCED PLACEMENT – Courses in high school that prepare students to take tests allowing advanced placement or credit at the college level.

VOLUNTEERING – Employers recognize that volunteer work can provide important social and work skills. Students can find opportunities at the Career Center.

INTERNSHIPS – Area employers provide internships to high school students, which gives students a way to learn more about the workplace.

SHADOWING, MENTORSHIPS – Provided in cooperation with local businesses, these are short-term experiences that allow students to see first-hand what is required in various career fields.

WORK EXPERIENCE – Students at least 16 years old may earn credit and experience in approved employment and volunteer work situations. Apply at the Career Center.

HIGH SCHOOL CAREER CENTERS hold a wealth of information, references and resource materials.

COUNSELORS, TEACHERS AND CAREER CENTER SPECIALISTS are knowledgeable and valuable resources to assist in exploring planning options.

PARENTS, FRIENDS, CO-WORKERS, AND FAMILY MEMBERS can share experiences and information to help you with your career search.

CAREER AND COLLEGE CONFERENCES AND SEMINARS are scheduled in the Career Centers throughout the year and are announced in the school bulletin.

THE WASHINGTON OCCUPATIONAL INFORMATION SYSTEM is available online in the Career Center and provides current information on careers and training options.

REFERENCE MATERIALS on career opportunities are found in bookstores, public libraries or the Career Centers.

COMMUNITY, FOUR-YEAR AND TECHNICAL COLLEGES encourage campus visits and inquiries into the programs they offer.

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Malver B. Haynes, Acting Director
Linda Reidt, Tech Prep Counselor
Marie Coon, Seattle Community College Tech Prep Coord.
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